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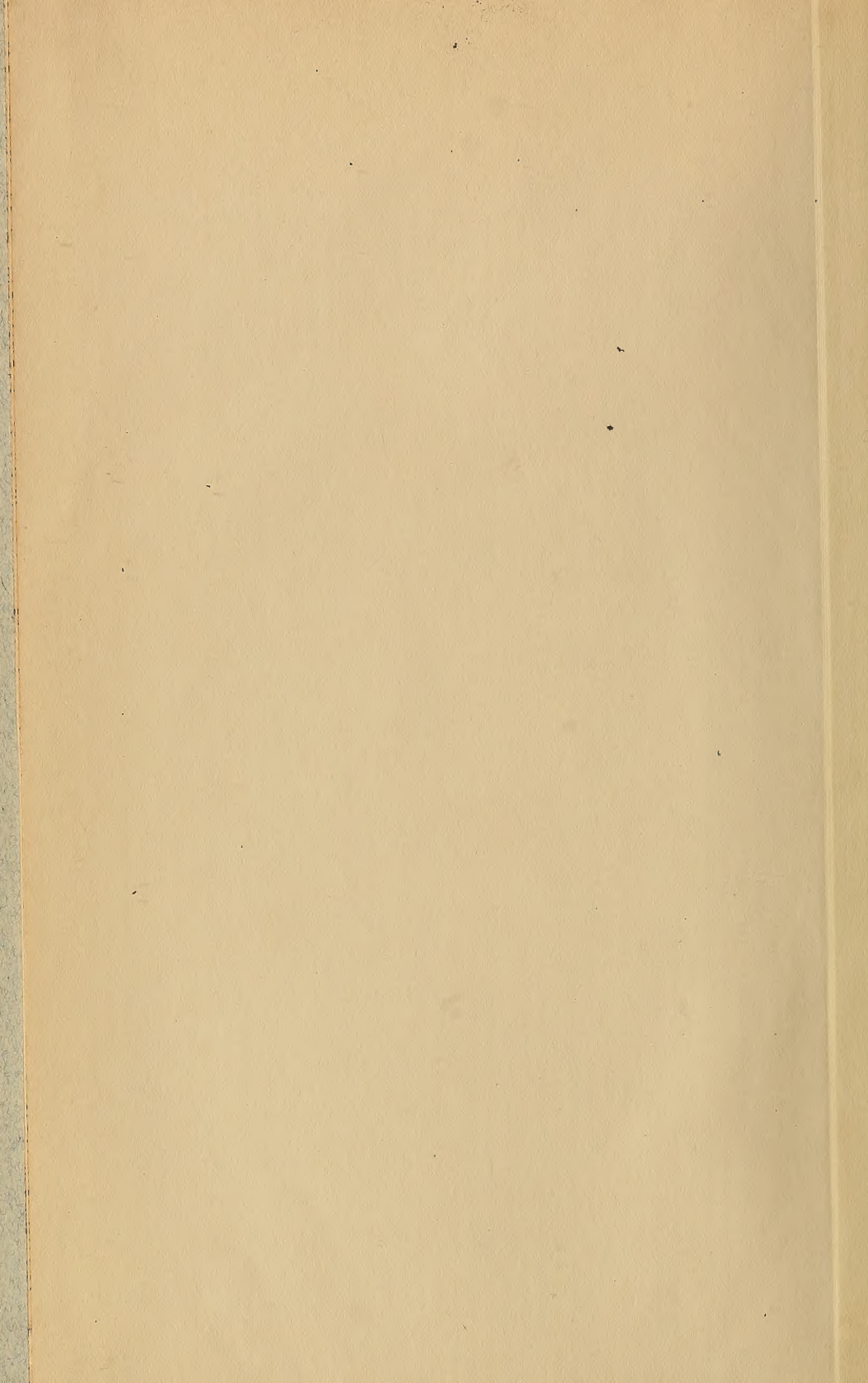
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HISTORY PERIODICALS



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The Western Journal of Education

January, 1905

CONTENTS

	PAGE
EDITORIAL	1
<i>The New Year—A Year in the Schools—The State Teachers' Meeting—Some Items from the Report of Council of Education—Report of the Committee on Resolutions—Prof. Trent on Teaching Literature—The Need of Leadership in Education.</i>	
A BIT OF REMINISCENCE OF JOHN GREENLEAF WHITTIER. <i>Frank J. Browne</i>	13
A SPECIAL METHOD OF CLASS MANAGEMENT. <i>F. A. Wagner.</i>	15
DEPARTMENT OF METHODS	19
<i>Easy Steps in Subtraction, D. R. Jones—Some Useful Pictures in Composition, Henry Meade Bland—History in the Elementary Schools, W. F. Bliss—Stories of Greece and Rome for Children in the Grades, Agnes Elliott.</i>	
AN EDUCATIONAL PILGRIMAGE <i>G. A. Gordon.</i>	41
BOOKS AND MAGAZINES	43
<i>The Underlying Principle—The Need of Different Types of Schools—Six Fundamental Propositions—The Figures for Last Year—Professor Sadler on American Education.</i>	
OFFICIAL DEPARTMENT	51
<i>Address of Thomas J. Kirk—Extract from Gov. Pardee's Annual Message on Public Education.</i>	
WESTERN SCHOOL NEWS	63

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711 MISSION ST., SAN FRANCISCO

Volume IIX
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The Western Journal of Education

JANUARY, 1905

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EDITORIAL

**The
New Year**

Christmas is always a joyous season, but the end of the year, which follows it so closely, is apt to bring some measure of regret, for no matter how thoughtless one may be he is sure to be a little startled to find that another year has run away and that he has so much less to show for it than at first he planned. But this annual sobering is not without its uses. The division of time into portions is not merely a social device to help one to regulate his meals, meet his engagements and make trains. It has also an individual reference. It is a foot-rule with which to measure personal accomplishment. The approach of the New Year reminds the merchant to balance his books and the reflective man to take account of his gains. The years are mile-posts to tell us how far we have gone. "Seize the end, and you will hold the middles," says a Greek proverb. The past cannot be the object of action. One cannot hold time except by seizing it in advance. Those who would make sure of their object must have high aspirations. Weak aspirations will not do. They amuse the paragraphers and humiliate those who boast of them. And because weak aspirations are so generally confessed at this season, aspiring of any sort seems in danger of going out of fashion. Perhaps a million people will resolve to keep diaries on New Year's Day and hardly more than ten thousand persist in keeping them, and perhaps, the same number will resolve in a faint way to leave off some vice or take on some virtue, with even less success. It is not the making of resolutions but the people who make them so indifferently, that must be condemned. Nothing is accomplished without a resolution. The sobering influence of the New Year makes it the best of all

times for forming them. The indifferent may make and break them, or not form them at all, but thoughtful people are not so. Nothing can be more harmful to education than the feeling that what we now do is the best we can do, and so nearly perfect that we need not worry much about improving it. He is a very ignorant man who is not proud of the schools of the United States, but he is an ignorant man who is satisfied with them. We may be proud of them but can we be satisfied with the physical, mental and moral results which they produce? Is it not possible by attending to the matter a little more carefully to make the children a little more robust and healthful? Is it not possible to give them a better grasp on real knowledge and a greater liking for it? Is it not possible to make them think better of themselves and like the young knights of old, to have more of a passion for being like the samples of lives that are presented to them? These are the never-ending problems of education. The years go by, leaving a larger and still larger deposit or experience which may be organized for their better solution. But the better answering of them depends almost entirely upon the attitude of the teacher. Like the Master of Life he must will to gather the children.

There are many other matters which should claim a resolute attention, also. One of them is a clearer comprehension of the subject matter of instruction. We do not yet get the best results out of the teaching of any of the subjects. We can get better results by asking the question of each one of them, What is it for? As a body of teachers we should resolve to work without ceasing for a more careful selection of teachers, better professional conducts and higher standards for admission to our calling. We can take the schools out of "politics." We can preach the gospel of the schools to the people, and inform the taxpayers as to what is being done in the best schools elsewhere. We can organize and campaign for the good of the cause as well as of ourselves, and we should do it.

What have we gained or lost this year? As a State we have a higher standard, a better professional attitude, and a more energetic spirit in education than we had a year ago. The children in the schools are supplied with better text-books, far better ones, imperfect though they still are, than they have ever had before. Many new school buildings have been built and plans have been made for others which shall not be inferior in construction to any now in existence. The compulsory education law has been enforced, thanks to the righteous zeal of a few of our more energetic superintendents and boards of trustees. But what is more important, interest in this law has become so general, and its provisions are now so widely approved that the time seems ripe for making it mandatory by pronouncing severe penalties for its non-observance. At the same time a strong sentiment has sprung up in favor of legislation to protect children in their right to an education by forbidding their employment in factories until they pass the age of childhood. We have not secured State aid, such as they should receive, for the struggling country high schools, but, perhaps, we are more alive to the need for such a provision than we were a year ago. The very successful sessions at San Jose and at Berkeley must be put down to the credit of the year also. From the standpoint of education in general the visit of Professor Frank McMurry was the most notable event of the year. The State of California has been peculiarly fortunate in having for its Governor a man who has always been a champion of education and who has interested himself in a remarkable degree in the school interests of the State. Taking all these facts together we have good reason to rejoice over the year's results.

* * *

By far the best evidence of educational progress during the year was the splendid meeting of the State Teachers' Association at San Jose, which closed on December 30th. Friends and well wishers of the Association are prone to regard each of its meetings as the best. They come as the best in its history, but this one was really remarkable for many reasons. The Normal School Building is the best meeting

**A Year in
the Schools**

**The State
Teachers'
Meeting**

place which we have ever had. The people of San Jose were fine hosts. The program was excellent and was well arranged and the spirit of good feeling and co-operation could not have been more marked than it was in all departments of the Association. The Journal begs to congratulate the Association upon its freedom from petty politics. Indeed, "politics" were eliminated entirely from it. No one solicited votes. No one worked for his friends. There were no secret conferences and no whispering groups in the corridors, no bickering and no suspicions. Everybody noted a great difference in the tone of the gathering, and what a heart-warming difference it was! Instead of soliciting votes, people went about asking, Who is the best man to administer the affairs of the association next year? It would be hard to estimate the importance of this change. The best man theory has triumphed. We are all committed to it now, and no one who was there will ever want to go back to any other method of handling educational affairs.

The sessions began with a meeting of the Council of Education Monday morning, with a large audience and good discussions. By Tuesday afternoon the audience had become so large that new quarters had to be found for it. The committees which have been engaged in preparing manuals in the teaching of Geography and History presented such valuable reports that the Association instructed its treasurer to print them forthwith. The subject which was most debated during the meeting was the proposal to redistribute the State school fund and increase the rate of taxation for school purposes. All were agreed that the rate must be increased, and all were equally agreed that the present method of distributing the fund is unjust, but the school officers of the larger cities objected to any plan for redistribution, as inexpedient on the ground that it would interfere radically with vested interests. This whole subject was referred to a committee of seven with power to act in behalf of the Association. The Council unanimously endorsed the present method of conducting County Institutes, and recommended that more money should be appropriated to this purpose, and that the law should be changed to enable County Superintendents to join in holding them.

The High School Association meeting was better attended than ever before and its discussions were of their usual high order of ex-

cellence. This Association has a larger membership, relative to the whole number who are eligible to belong to it, than any other department of the General Association. If it goes on as it has begun it will soon include every High School teacher in the State. Already it has been of incalculable value to secondary education.

The Elementary School Association was just as enthusiastic and had a larger audience, with a very profitable program, and the Music Section is reported as the most interesting of all. The general sessions set a new standard for future meetings. They were not confined to pedagogical matters, but were given up for the most part to cognate subjects. Governor George C. Pardee spoke on School Funds. Mr. W. H. Mills lectured on Our Prison Schools, and Mr. Jacob Riis upon The Battle with the Slum and The Making of True Americans. He will not soon be forgotten, and his words and example will effect more, far more, than we can say. The thanks of every member are due to President Biedenbach for inviting him to speak to us. And not only for that, but for the tact, foresight and indefatigable work which made the meeting a treat for every one. There was one other event which was not on the program, but which became an integral part of the meeting, for we went en masse to hear Paderewski play on Thursday afternoon.

The next meeting will be held in Berkeley, with James A. Barr of Stockton as President.

* * *

The Council of Education reported through Secretary McClymonds. It recommended that a constitutional amendment be submitted to the people making it possible to elect members of the boards of education and trustees for six years, and also the enactment of legislation so that not more than one-half the terms of the members shall expire in any one year. If teachers have not been notified before May that their services are terminated they should be considered elected for another year.

“Resolved, That legislation be had that will make it possible for each County Superintendent in the State, in counties having

**Some Items
from the
Report of
the Council
of Education**

fifty teachers or more, to appoint a deputy county superintendent of schools, the salary of each deputy to be fixed by the Legislature, but in no instance to be less than \$750 per annum. The traveling expenses of such deputy, while engaged in the work of supervision, to be allowed.

“Whereas, A bill is to be introduced in the Legislature at its coming session to submit to the people at the next general election an amendment to the State constitution giving to women equal political rights with men,

“Resolved, That we, the members of the Council of Education, heartily indorse the above bill as a measure of justice and as one tending to advance the educational interests of the State.

“Resolved, That we further recommend to the State Teachers’ Association the passage of a similar resolution.”

The following action relative to needed school legislation was recommended by the Council:

“That the compulsory education law be amended so as to make it obligatory upon boards of education and boards of trustees to enforce the same; that a pupil of fourteen years or under be compelled to attend school thirty-two weeks, or the entire term; that school revenue derived from the State be apportioned to counties on the same general basis that the County Superintendent apportions funds to the district; that increased revenue for use of schools be provided by increased taxation of both the State and County; that a constitutional amendment be submitted to permit evening schools in the State school system; that provisions be made in the law for county institutes to unite in holding their annual institutes; that provision be made for additional funds for the use of county institutes; that the law of vaccination be so amended as to charge health authorities with its administration instead of educational authorities.

All of the above resolutions, with the exception of the one referring to school revenues, were adopted by the Association.

The report of the committee on resolutions was read by Professor Linscott of Santa Cruz. It emphasized belief in State, county, city and local taxation for support of our system of public schools, beginning with the kindergarten and ending in a free State university; in the consolidation of weak rural schools by means of free transportation to pupils to central graded schools; in national school supervision; in school libraries and well paid and well trained teachers; the organizing of high schools wherever they can be properly supported; that teachers should be carefully selected and tenure of office be on efficiency; belief in popular local self-government of schools.

**Report of
the Com-
mittee on
Resolutions**

The code of professional ethics adopted by the California State Teachers' Association in 1901 is reaffirmed and the support of it was urged.

The following resolution was included in the report:

"Whereas, It seems of vital importance that more money be appropriated for the support of the schools of this State; therefore, be it

"Resolved, That a committee of seven be appointed immediately by the President of this Association to consider legislation needed to procure the increase of the salaries of the teachers of the State, and to prepare such bills, to be presented to the Legislature, as in the judgment of the committee will secure that end."

The report stated that as the study of education, if pursued effectively, must employ the laboratory method, it is urged that the State Teachers' Association urge the necessity for the immediate establishment of such a practice school at the University of California as an indispensable instrument in the professional preparation of the teachers for the schools of the State.

"After having declared that it becomes essential that provision should be made in the lower schools to prepare the youth for the higher instruction in agriculture, the association favors the extension of nature study and instruction in the elements of agriculture throughout the common schools of the State, and requests that the

Legislature enact laws which shall permit these subjects to be taught.

The report also contained the following:

"As citizens deeply interested in the welfare of our State, we petition the Legislature to put an end to the shameful conditions which obtain in our prisons by adopting some plan of prison reform which shall make these institutions comparable to those of other States of the grade to which California belongs."

A resolution of regret at the death of Professor Charles H. Allen, for many years president of the San Jose Normal School, was adopted.

The appointment of an annual Bird Day by the Department of Agriculture was indorsed and the committee approved of the observance of such a day in the schools of this State.

The movement to have "The Pinnacles" in San Benito County made a national park was indorsed. The ratification of the various treaties of arbitration now pending before the United States Senate was urged.

President Biedenbach appointed the following committee: State Superintendent T. J. Kirk, J. W. McClymonds of Oakland, D. S. Snedden of Stanford, Alfred Roncovieri of San Francisco, J. A. Barr of Stockton, Mark Keppel of Los Angeles and Ed Hyatt of Riverside.

A resolution indorsing the plan to re-cede to the United States the Yosemite National Park was tabled, several members claiming the association was not well enough acquainted with the matter to take action.

* * *

"Are teachers of literature in possession of methods of teaching comparable in applicability and precision? Are the pupils they teach satisfactorily trained? Is literature as a subject of instruction on a par with other subjects of instruction?" These are questions which Prof. W. P. Trent of Columbia University answers in *The Sewanee Review*, October-December: "I myself do not doubt that we have progressed, altho I do doubt whether we

**Prof. Trent
on Teaching
Literature**

have made much advance. I suspect that our methods are still very faulty, not merely because literature is a difficult subject to teach, but because we have not thoroughly analyzed our purposes or our means. I scarcely believe that literature, in spite of the increased attention given to it, is on a par with other subjects of instruction. And I even venture to question whether the average boy or girl goes to college with much more knowledge and love of literature than was the case before they were drilled and examined in the redoubtable 'English Classics.' Observe that I do not question that our public schools have done a most useful work in bringing into some contact with literature masses of children who, a generation ago, would have been left without that refining influence upon their lives. What I doubt is whether the generation now entering college, after a course of literature in the schools, is much better off, so far as a love and a knowledge of literature are concerned, than my own generation was with practically no training in the subject. The present generation, if it has been properly trained, ought to be a good deal better off; but while it is certainly a most athletic generation, to the muscular strength and dexterity of which I willingly doff my hat, it has not succeeded in making me feel that it knows much more about Shakespeare and Milton and Byron and Shelley than we benighted youngsters did over twenty years ago."

The writer finds himself mainly concerned with "the question whether we teachers of literature can safely make our methods as rigid as those of other teachers, and, if we can not, whether we can convince our brother teachers of the sciences and the semi-sciences that our methods must be radically different from theirs," and he confesses that he has been "haunted by this thought for nearly fifteen years." He goes on to say:

"I do not know how others feel about the matter, but I know that after about two years' firm grasping of the 'rigid' horn of the dilemma, if I may so express myself, I began gradually to swing myself over to the other horn—to what I may call the flexible horn. I began to doubt the value of strenuous examinations and to appreciate more and more the necessity of trying to inculcate in my students some of the high moral and spiritual truths taught by

great writers, and to impart to them a taste for reading, a love of the best literature. In order to achieve this result, even to a slight extent (and a slight success is all that I think any teacher should dare to hope for), I found that I must do much less instructing—much less questioning with regard to the facts of history—and that I must do far more reading of authors than talking about them.”

Professor Trent pursues the same line of thought further:

“I have frankly stated my belief that the time devoted to spiritual inculcation and to esthetic training is of far more importance than that devoted to instruction in the facts of literature, and I draw hence the conclusion that we teachers of literature ought bravely to say to our fellow teachers something like this: ‘We can, if we please, make our examinations as rigid as you do yours, but we do not believe that our facts are as important as yours, or at any rate can be acquired with so much advantage to our pupils. We wish to grade and advance our pupils on more flexible lines than you adopt, because we believe that the nature of our subject makes such flexible lines advisable. We believe that both the subject we teach and the subjects you teach are necessary to a catholic education; but that, while we are contributing to the same end as you, our means must be different from yours.’

“Some such appeal, accompanied by friendly discussion, will, I am sure, in time satisfy every intelligent person that no harm to school discipline will be done if the teaching of literature finally resolves itself into little more than securing a wide amount of reading from children during their school years. It will, I trust, in time satisfy the colleges that the examinations they now hold on selected English classics are more or less useless and should be abandoned. Finally, I trust that the study we must all give to the problems connected with the teaching of literature will sooner or later lead us—I will not say to become teetotalers with regard to our national dissipation in essay-writing—but at least moderate in our use of that seductive form of mental titillation. When I see young ladies and gentlemen armed with their numerous and formidable essays, I am irresistibly reminded of the young woman who drank so many cups of tea that the elder Mr. Weller was

compelled to exclaim that she was 'a swellin' wisibly.' I seem to see the young lady and gentleman essayists 'swellin' wisibly' with mental pride. Let us have fewer bad essays written and more good books read."

* * *

In proportion as educational institutions become complex, and in proportion as we seek to divest ourselves of tradition, and organize our work on a scientific basis, does the need of leadership grow. If it be true, as some assert, that the ablest men do not tend in great numbers to enter the teaching profession, then, it would be natural to look for leadership to those who enter the profession in largest numbers, and with more representatives of first-class ability. In fact, education is becoming woman's profession. It is true that the Reports of the Commissioner of Education show that a very fair minority of the teachers of the United States are men; but two further facts must be noted: the percentage of men is falling off steadily, and in all those regions where by common consensus of opinion education is most advanced, the number of men is relatively smallest. So we are justified in assuming that teaching is woman's profession, at least for the present. It is generally believed, also, that of all vocations open to women, teaching offers greatest scope for her abilities.

It is still generally true, however, that men hold the administrative positions, women constituting the rank and file of the profession. It is not quite clear whether this is due to a native inferiority of women for this type of administrative work or to the grasping selfishness of the men teachers, or to the effects of tradition and prejudice on superintendents and Boards of Education. Again, it is true that a very disproportionate number of those who conduct teachers' institutes, write for educational journals, and in other ways identify themselves with the larger movements in education are men. Do these men possess most of the larger wisdom of education, or do women teachers prefer to listen to men, or is there a tacit conspiracy to keep women teachers in the background? Each reason is frequently urged. It is a fact

that the teacher's profession today shows some points of similarity to the armies of India whose officers are of one race, and rank and file of another. At the present time no one can justly say that the absence of women leaders in the teaching profession is due mainly to lack of ability, for leadership. Probably tradition accounts for much of it. Whether or not Paul's injunction was a wise one for his age, it certainly has produced some unfortunate results for the present. The disposition to listen to men and to take orders from them, which the race has tried so assiduously to cultivate in women, may be well, in certain quarters of the social structure, but in so far as it operates against successful leadership in educational affairs on the part of women, it is unhappy in its results.

If it be true that tradition is largely responsible for the absence of women leaders in education, then women teachers must modify this tradition in so far as the profession and justice to themselves demand. Women teachers must put themselves to school in this matter. Of course California has some fine women leaders. Some of our most effective county superintendents and city principals are women, and in many counties can count among its teachers one or more who are effective in the work—demanding leadership and imitative. But after all, these are few, and far between, and they are not always fully approved by their professional sisters.

In a very true sense leaders are not born, but are made. Leadership springs from small beginnings. The man or woman who refrains from taking part in a discussion or working on a committee because the occasion is not large enough, seldom becomes a leader, and seldom influences others. It is, for example, a well-known fact to all who work in teachers' institutes that women take little part in the general discussion. It appears that they frequently have opinions, to which they give expression subsequently. Possibly modesty, possibly timidity, keeps them back. But the situation is a wrong one. Strength in leadership will never come except through the utilization of small opportunities. Our women teachers must be heard in discussion, they must work and lead in committees, they must organize clubs, they must stand for the

representation of themselves, not as a sex, but as capable individuals in all educational activities. We cannot have in the teaching profession an officer class of one sex and a rank and file class of another. No effective profession can be built on this basis.

We have many schoolmen's clubs in California; have we more than one schoolwomen's club? Some one may fatuously say that these men have not admitted the women; but why have women not organized their own clubs? Why are they not more heard in those numerous situations when free discussion is in order and no one responds? A new ideal must be added to the many excellent ideals already held by our women teachers—the ideal of leadership in educational thought, in the expression of that thought, and in carrying it into effect.

* * *

A Bit of Reminiscence of John Greenleaf Whittier

FRANK J. BROWNE.

I was walking under the great oaks near Menlo Park, with Dr. Ira G. Hoitt, former State Superintendent of California. To reach the tender, responsive side of Dr. Hoitt's nature is much worth while. On this occasion he was giving me encouragement in the struggles of life, and drifted into the incidents of his earlier years.

"One of my first schools," said he, "was at Amesbury, Massachusetts, and Mr. Whittier, the poet, was a school trustee. It was necessary to be examined by a committee to secure a certificate which qualified me to teach, and Mr. Whittier was one of the examining committee. I was asked a few general questions on geography, history, arithmetic and grammar. I was also requested to read a selection. A general conversation followed, and Mr. Whittier finally said: 'Thee looks like thee might keep school. Thee must have a certificate.' Before the term closed, Mr. Whittier visited my school. He modestly took a retired seat, and after listening to the recitations for awhile, he rose to depart. I asked him to talk to the pupils, but he replied, 'I see thee knows thy business, and I shall not disturb thee.'"

In the course of time Dr. Hoitt became the Superintendent of Public Instruction of California, and moved to Sacramento. "One of the most cherished incidents of my official life," said he, "was the receipt of a letter from my poet friend—" and his eyes filled

with tears, and silence expressed more than the words he wished to utter.

"Dr. Hoitt, may I see that letter?"

And he took me to his office, and kindly permitted me to copy Mr. Whittier's letter.

The poet has passed, but Dr. Hoitt is still with us, and it is not amiss to revive the poet's kindly greetings at the beginning of another New Year. The letter read:—

"Oak Knoll, Jan. 11, 1891.

"*Dear Friend,*

"It gives me great pleasure to hear from thee and to know that thy educational career has so fully confirmed my favorable opinion.

"I saw in thee the promise of success and gave my certificate without questioning. I think thy ambition must be well satisfied. It is a great step from the little school in Amesbury to the superintendence of all the schools in the great State of California. I have become, since thy sojourn in Amesbury, one of the oldest inhabitants, and as thee will see I am using the hand of a young friend in this letter. If it is not too late, I wish thee a very Happy New Year, and am

"Very truly thy friend,

"JOHN G. WHITTIER."

* * *

Let Us Be Reminded

A true teacher is a true man or a true woman.

Teachers should be as members of a great family, bearing toward one another a fraternal spirit.

Only by confidence in one another can the confidence of the community be gained.

Schools are most liberally supported where patrons and teachers work in sympathy.

It then becomes a duty to shield our brothers from harsh criticism, and to be ready with timely words of commendation.

Teaching will secure recognition as the noblest of professions when the bonds of fraternity have grown stronger.

—*Extracts from a discussion before the Teachers' Club of Alameda County, October 15, 1901.*

CYNTHIA P. LEET, President.
MRS. E. D. REYNOLDS, Secretary.

A Special Method of Class Management

[Copyrighted]

The immediate purpose of this method of class management is to save time and facilitate the work of teaching. The ultimate purpose is to cultivate in the pupils habits of quiet and order, promptness and precision, and of ready and willing obedience in the schoolroom; to encourage a spirit of mutual helpfulness and co-operation with teacher and fellow-pupils; to develop a sense of personal responsibility which, when once assumed, leads to self-confidence and self-control in the classroom; and to drill pupils in the forms of politeness and courtesy.

On first taking charge of a school, or classroom, and after a brief greeting in which the teacher introduces herself to the pupils, she makes a temporary assignment of seats. Previous to the arrival of the children, she has prepared on paper, or cardboard, a diagram showing the arrangement of the pupils' seats with reference to the teacher's desk. This diagram is made large enough to write each pupil's name upon it, or to place upon it a card bearing the pupils' names in the order in which the pupils have been temporarily seated. Next she hands to each pupil a card of proper size and has the pupil write upon it his full name, his age, date of birth, whether or not vaccinated, name of parent, occupation of parent, and the local address of parent and pupil. (In classes of beginners she will be obliged to secure this information from parents). By placing these cards upon the diagram in the order of seating, she will at once be able to call pupils by name, and will associate the names and faces of pupils during the first day.

In her survey of the room before the opening, she will have thought of the various possible arrangements for calling and dismissing the school. She now determines upon a definite and detailed order of passing to and from the room so that pupils will not interfere with each other, and will move with the greatest economy of time. Then follows a drill in dismissing and calling the class to teach each pupil his place and to eliminate defects which may be apparent in her arrangement of the pupils.

Similarly she fixes and drills upon an order of passing to and from blackboards and of passing to and from the recitation.

She selects monitors in the front, or rear, of the room and drills them in the distribution of books, pens, pencils, paper, and other supplies until they perform these duties in unison and with ease and precision. (In ungraded, small schools the monitors may not be needed).

A simple system, or code, of signals is adopted, explained, and used in connection with the above drills. She may use the words

"rise," "turn," "pass" or, instead of these words, signals made with the hands and forearm. Raising the hand, palm upward, to have class rise; lowering the hand and forearm, palm downward, to seat the class. Wrist drop of the extended hand and a small circle described with the hand signifies "turn." The use of hand signs compels all pupils to keep their eyes on the teacher, does away with the use and sound of the voice, and has a tendency to produce quiet in the classroom. Other signals can be devised. These are only suggestive.

If the school has been in operation before, the records should show the proper classification of pupils enrolled in previous years. This should be taken into account in making the temporary organization of the school. If there are no records available, the teacher may find it advisable to make a hurried classification, based upon the pupils' statements of their previous standing, immediately after getting their names and before proceeding with the organization indicated above. Those who cannot give their former classification should be grouped and seated so that the teacher may reach them most speedily after the temporary organization has been completed. This organization should be made as soon as possible. Chaos and confusion has had its beginning in many a schoolroom where this has been postponed, or neglected, until the fourth or fifth day after the opening. The larger the school the more imperative immediate organization becomes.

The wise teacher will provide an abundance of carefully selected material to carry out her first day's work. Pupils may come without books, paper, pens, pencils, or other necessary supplies, with the expectation of making a holiday of it. But the skillful teacher will have placed on the blackboard such work as will enable her to make some estimate of what each pupil knows. Well-planned oral drills and oral recitations also assist the teacher in discovering each child's apperceptive mass. Crayon, pencils, pens, paper, and as many books as may be available on the different subjects will be ready for use. Songs and physical exercises, or a story well told, may add to the effectiveness of the first day's work. The special program for the first day will require much thought and ingenuity and will need to be planned in its details, yet it must be sufficiently elastic to meet the special claims of individual pupils and the unforeseen exigencies of the hour. This program can not be successfully made until the teacher knows the general outline and some of the details of the work done by the pupils during the previous year. If there is no printed course of study at hand, a consultation with the County Superintendent of Schools and sometimes with the local school officers will assist the teacher in securing the necessary information. An informal meeting with some of the pupils during the week preceding the opening of school will

bring the teacher ample reward in the ease with which she does the first day's work, and in the added efficiency of her later labors. System and organization at the beginning will prevent disorder and confusion.

Before the opening of each session, every day, from first to last, the teacher should be able to answer affirmatively the following questions:

1. Are the school room and its surroundings tidy and in order?
2. Is the school room ventilated so that pupils will not be exposed to draughts, and so that each pupil will receive from 2,000 to 2,400 cu. ft. of pure air per hour?

3. Is the light so adjusted that it will be uniformly diffused throughout the room? Or, does the strongest light come from the left and above the level of the eye?

4. Is the room at a temperature of 68 to 70 degrees F.? Is the source of heat so adjusted that the room will remain at this temperature during the first recitation period?

5. Are blackboard exercises ready for pupils to begin work?

6. Has the teacher prepared a detailed program for the day? Has she made provision for the section, or sections, engaged in seat work while another section recites, so that all pupils will have sufficient work to occupy all of their time profitably?

The detailed daily program determines the answer which should be made to the following questions:

7. Are the blackboards clean and ready for use?

8. Are the crayons distributed to the proper places in numbers sufficient to supply each pupil at the blackboard?

9. Are blackboard erasers clean and distributed in sufficient numbers, and convenient for pupils' use?

10. Are the ink-wells filled and free from dust, or waste material?

11. Are the penholders fitted with good pens and arranged in racks*, or trays, so that each child will receive the same pen every day?

12. Are the pencils sharpened and arranged in racks* convenient for distribution, so that children do not exchange pencils?

13. Has paper of proper size been arranged in bunches conveniently placed for distribution?

14. Are blotters in pupils' desks, or arranged in bunches, convenient for distribution?

15. Are rubber erasers, books, maps, charts, color-boxes, brushes, material for busy work, and other appliances near at hand and ready for use?

In upper grades, well-trained in the care of the school equipment, there seems to be no serious objection to leaving the pens and pencils in the care of the pupils. Each pupil then becomes re-

sponsible for the care and condition of his own pen and pencil. With younger children, it is better to take up pens and pencils and see that they are kept in order. In all classes, the accidents that occur in the cramped quarters of a pupil's desk, are avoided and the work facilitated by taking up the pens and pencils. The teacher can then see, before the opening of the session, that they are all ready for use.

It is not intended that the teacher shall attend in person to all of these details. To attain the ultimate purpose, the teacher should direct and oversee her pupils in arranging these and other details of the school-room. In the lower grades, more of the detail will fall directly upon the teacher. But even first-year pupils become helpful in tidying up the room, in cleaning the erasers, in pulling out old pens and putting in new ones, in gathering up the crayons, pencils and books, and in laying them away in the proper place. In numerous other ways the little one enjoys assuming responsibility and takes great delight in co-operating with the teacher to make the room neat and cheerful, and the school pleasant and profitable. As pupils grow older more of these responsibilities should be given to them, not as tasks to be required of them, but as privileges and opportunities to be embraced. Sometimes teachers make the mistake of selecting *only* the reliable pupils to take these positions of honor and trust. While it is wise to use these positions as rewards for fidelity, they afford the best possible opportunity for the development of those who are persistently mischievous, or lacking in self-control. Many a troublesome boy, and scores of furtive girls, have been won over to the support of law and order in the school-room by placing them in a position of trust, or distinction. One such case is submitted.

In a city school there was a boy who poked and pinched his neighbors, threw scraps of paper on the floor, or puffed them into the air; occasionally spattered his own desk with ink and sometimes dropped ink on the paper or dress of some girl sitting near him; was noisy in opening and closing his books, and seemed to take a keen delight in telling his teacher that he did not know his lesson. Various devices had been tried by the teacher, but none had brought the boy into harmony with the purpose of the school. At the suggestion of her principal, she made the boy her confidential assistant in the school-room. He carried all of her special messages, acted as monitor to distribute supplies, and to see that the entire row in which he acted as monitor was kept neat and tidy, cleaned the blackboards, sharpened and cared for the pencils, and was made captain or leader of the boys' line as they passed to and from the room. In three weeks the teacher reported to her principal that the boy was completely changed, and incidentally admitted that her attitude toward the boy had also changed. The situa-

tion appealed to the boy's pride and sense of honor, and impelled (almost compelled) him to set a good example to the other children. He was trusted and honored with responsible positions before his classmates, and felt that he could not betray the confidence reposed in him. By doing that which contributed to the neatness and cleanliness of the room, he acquired the habit of keeping his own desk and its surroundings in a tidy condition. By being made responsible for the order of his row, or line, he acquired the habit of self-control in the school-room. In seeing that others respected the rights and privileges of each other, he developed a habit of respecting the rights and privileges of his classmates.

A school of forty or more pupils, when organized as previously suggested, will afford 25 or 30 positions to be filled by the pupils. The duties implied in the 15 questions to be answered before the opening of each session may be assigned to 15 different pupils, or to two or three. A monitor for each row supplies specific responsibility for three, four, or even eight more. Some one may see that the clock is properly set every morning. Another may keep a record of the temperature in the room and attend to the ventilation. Some girl will take pride in ornamenting the teacher's desk every morning. These duties may be multiplied by the teacher who has skill in securing the assistance of her pupils, and in overseeing them. Rural teachers may add many other duties not found in a city graded school.

During the first week a reasonably satisfactory classification of the pupils should be made. The personal habits and moral tendencies of each pupil will also be apparent. A permanent organization should now take the place of the temporary one made on the first day. The permanent organization should be subject to change only when further knowledge of the pupils' habits and moral tendencies makes a change advisable, or makes it helpful to one or more of the pupils. Each pupil is assigned a particular seat and is held responsible for the condition of the seat and its immediate surroundings. The place which each pupil is to take in passing to and from the room, to and from the blackboards, to and from the recitation, is definitely fixed. Pupils should be drilled in these movements until each one knows his place and takes it promptly. A monitor is selected for each row of pupils, and, with the other monitors, is drilled to perform in unison the duties of the position until all are able to distribute books, papers, pencils, pens, etc., with a minimum of noise, and a maximum of speed. This drill should enable the monitors to rise, pass forward and back in unison to insure quiet, and to bring slow pupils to promptness and precision in the class-room. Those teachers who believe in a maximum of noise, and do not believe in stirring the laggard from his drowsy pace, will of course use the desultory method of allowing each monitor to

rise at will and perform his duties at the rate which the development of his natural tendencies suggests, and sit whenever his own inclination prompts him to do so. If there are five monitors, the necessary noise in rising, walking, and sitting will be repeated five times, and some pupils will be delayed just a little longer in getting to work than they would be if all should move with celerity and promptness as they are compelled to do when moving in concert. All movements of the class as a whole will be made more promptly and more quietly when all move as one. Concerted action will aid in building up a class-room habit of promptness and precision in those naturally inclined to physical inertia.

Much stress should be laid upon drills in necessary movements and attitudes in the class-room for the purpose of cultivating a habit of prompt and ready obedience. When the teacher says, "Class, attention," every pupil should immediately take the position of attention, previously defined by the teacher. At the word, or signal, "rise," all should rise as one. At the word, or signal, "pass," all should move at once in the order previously arranged and drilled upon. Time is too valuable to keep forty pupils waiting for instruction which the teacher cannot give until one or two laggards are ready to hear, or obey, the next directions. Let the teacher who doubts the value of these drills take a class where noise and confusion reign, where each pupil obeys when convenient, where it is impossible to secure the attention of the whole class at once, and let her give a series of drills in *concerted* movements for five minutes. Then let her note with what ease and promptness the class gives attention or obeys her directions when the regular work of instruction is resumed. The order in the room will have been completely transformed and the effectiveness of her instruction greatly increased. The habit of taking the external attitude of attention is formed by repeatedly taking the position of attention in the class-room. The habit of prompt obedience, by repeated acts of obeying promptly. Concerted movement is the physical attitude which prepares the way for concerted thinking, and *predisposes* all to join in the spiritual, or mental, unity essential to make class instruction effective. All minds in the class must be focused on the subject in hand, otherwise some members of the class will fail to receive the instruction that comes from teacher and other pupils. By obeying promptly, the pupil constantly shows the courtesy which is justly due to others in that he does not keep them waiting for him. With a well-defined system in the class-room, there is constant and ever-recurring insistence on respect for the rights and privileges of other pupils. The atmosphere of order constantly reminds him that he must pass without jostling, or crowding. His

own convenience and hurry must wait for the greatest convenience of all members of the school.

The writer has no quarrel with those who succeed in developing all that is highest and best in the pupils without such a method, or without any method at all. Godspeed to every great and successful teacher! The foregoing method has been written for those who do not succeed, or who find the management of their classes a burden and their results unsatisfactory. Many young teachers, and not a few older ones, are wrecking their physical strength in a vain struggle to keep order. Professor H. S. Clark of Chicago has said that all such methods as the one proposed are manufactured to bolster up the weak teacher. He would have us weed out the weak teachers. But the writer has known many teachers who at first had failure and chagrin staring them in the face and who have, by methods essentially the same as the one outlined in the preceding pages, succeeded in wresting victory from defeat, and are today as strong teachers as any one could demand.

One of these, a graduate from one of our State Normal Schools, and having had a year's experience in a country school of eight or ten pupils, was called to a sixth grade of forty-two pupils. The class had been in skillful hands during the previous year, and received the young teacher in a spirit of helpfulness and courtesy. Immediately after introducing herself she assigned lessons, and, in about twenty-five minutes, had an oral recitation. No effort at organization was attempted because she had learned somewhere that all of this "red tape" was unnecessary, and to use it would be a sign of weakness. When the first recess came, the minor difficulties of sliding by each other in narrow aisles and the congestion on reaching the door without any understanding as to who should go first resulted in considerable delay, but was adjusted with no serious confusion, or marked disorder. After recess the teacher decided to have some written exercises done, and proceeded to supply the pupils with pens and paper. Since there were no monitors to do this for her, she distributed these materials herself. While she was supplying the last four pupils, the children in the first row, having nothing else to do, dropped their papers on the floor. As a result, some of the papers were soiled. The teacher, noticing this, replaced the soiled papers. When the distribution was completed, two or three raised their hands, and one said they had no ink. The teacher, in her hurry, spilled some ink on the floor and on her hands, but finally succeeded in supplying all of the pupils with ink. While she stepped from the room to wash her hands, the forty-two boys and girls wanted to be busy, and so engaged in a little friendly comment on the new teacher. A few prepared their papers by putting their names and the date in the proper place, a habit which

they had acquired in previous years. In doing this, a few had the misfortune to receive an unintentional bump from those who were leaning over to engage in conversation with a chum across the way. As a result, their papers were decorated with ink spots. When the teacher returned, she was very kindly told of these mishaps, and as kindly passed down the aisles with more paper for the unfortunate ones. Now everything is ready, she thought. Then proceeded to put a question on the board. Just as the first question was half written some one attracted her attention and asked for a blotter. Down went the teacher's chalk and, with an air of apology for her forgetfulness, she distributed the blotters which had been placed on her desk at the direction of a provident principal. The question on the board was then completed, and the children eagerly went to work. Full twenty minutes had slipped away and nothing had been accomplished, except the distribution of materials. During the remaining ten minutes of the period, the class did some good honest work.

Next came an exercise at the blackboard. The teacher asked the class to go to the boards. All complied with the request, but there were numerous collisions in the narrow aisles, and a few disputes over preferred places at the board. A few minutes of delay righted these minor difficulties. The children were all eager to do the problems which the teacher gave them, but there had been no chalk distributed. Two or three announced the fact in tones of disgust. The chalk was then passed along the line, the problem given out, and all were happy. Since the space at the board was limited, the teacher directed them to erase after the first problem had been explained. This produced a noticeable laugh, because the erasers were not at hand. Some one courteously reminded the teacher of the difficulty. Two or three pretended to wipe the board with their handkerchiefs for the innocent amusement of their mates. After looking about for awhile, the teacher found a supply of erasers in the closet. The distribution of these relieved the situation. Another problem was announced, when the bell rang for the noon dismissal. The hungry children rushed to their seats, leaving a trail of disorder and noise behind them. They were dismissed. A jam of boys at the door and a swarm of girls in the cloak room completed the performances of the morning. The seeds of disorder, confusion, and discourtesy had already been sown in children who had been quiet, courteous, and well-behaved during the first hour of the morning.

When the pupils returned in the afternoon, the sun had reached the south windows, and streamed in upon the desks, and dazzled the eyes of those seated on the south side of the room. The temperature of the room soon became unbearable, and, before the first as-

signment for study had been made, the teacher stopped, pulled down the blinds and opened the windows from the bottom on the heated side of the room. It did not occur to her that the cooler air lay outside on the shady side of the building, waiting to get an entrance through the doors and windows on the north side. The children became restless, and some noise and confusion attended the change from a history lesson to the study of geography. A hurried assignment of a few definitions in the text was made. Then the teacher and pupils began poring over the words of the text. So deeply was the teacher absorbed in getting the lesson herself that she did not notice the ripples of quiet merriment that appeared on the surface. Now it is time to recite. Books are closed with a bang and a sigh of relief at the prospect of a change.

The first few questions and attempts at recitation showed clearly that the pupils did not understand the definitions which they had tried, in a half-hearted way, to memorize. A globe and a map were needed to assist the pupils in comprehending the meaning of the book. A boy was sent to the main office of the building to secure the globe and the map. Meanwhile, the teacher and class struggled with the "dead vocables" in the text, until all interest in the lesson was lost and a sense of disgust was apparent among the children. Though the map and globe arrived rather late, in the hands of a boy who had enjoyed the freedom of the open air for some minutes, yet they served to awaken the drowsy children for the last few minutes of the period. The recitation was less than half completed when a signal for dismissal was given. It was recess time, and, in their haste to reach the coveted outdoor air, the pupils made a dash for the door and formed in good order to march down and out. Before they formed in the halls, there were a number of discourtesies and exhibitions of rudeness to mates. Recess over, the pupils returned to complete the last hour of the day in listening (?) to a delightful reading of some literature which they did not understand. They allowed the teacher to explain to them while they leaned back and secretly yawned and stretched. A song and a courteous good-night closed the first day's program, which had been carried out according to no special, prearranged plan. Taken all in all, the pupils liked the new teacher, and had done no serious mischief during the day. To use the teacher's language, "they had been very good children." She knew she would enjoy her work with them.

By the end of the second day, it was rumored that two of the boys had enjoyed punching each other while there was nothing else for them to do. At various times during the third day, general disorder and merriment prevailed in the room. The teacher seemed quite unhappy as she was about to leave the building. A word of caution from her principal was received with an air of subdued self-

confidence. Thursday brought new disappointments. On Friday, after a fruitless struggle to manage the children, she went to the principal's office utterly disheartened and ready to give up the school.

She was advised to continue and to make an attempt to recover lost ground. She reluctantly accepted the advice and returned, early on the following Monday morning, to receive her first lesson in the organization of a school; and, under the immediate supervision of her principal, by the aid of a few of her most troublesome boys and girls, the *entire series of fifteen* questions mentioned above were answered in detail before school was called. When the class arrived, she seated the pupils as suggested by the principal, secured their names on small cards, and placed them upon a diagram showing the arrangement of the desks. From this she could see just where each pupil belonged, and it enabled her, at this late date, to fix in mind the names and faces of the children. A definite order of passing to and from the room was arranged, so that pupils need not interfere with each other, and so that all would leave the room with the greatest economy of time. A place at the blackboard was assigned to each pupil, and the order of passing to and from the boards was so arranged that pupils did not slide by each other in the aisles, nor collide with each other when turning the corners. Then the teacher adopted a code of signals that required the least possible expenditure of energy on her part, and contributed to the quiet of the class-room. Using these signals, she drilled the class in rising and sitting together, in passing to and from the room, in passing to and from the blackboards, until the whole class executed these movements with precision and without noise or confusion.

The pupils whom she had seated in the rear seats of each row were designated to act as monitors to distribute pencils, pens, paper, books, etc. The class was then directed to study the exercises which had been placed on the board before the opening of the morning session. The monitors were asked to "rise," "pass" forward, and distribute paper and pencils which had been previously sharpened and placed in a simple pencil rack by one of the most troublesome boys. In less than a minute, the entire class was busy solving the problems which had been written on the board. Throughout the entire day everything needed was at hand and the physical comfort of each child was carefully provided for. Occasionally the teacher would stop to give a drill to secure greater promptness and precision in the movements of the class, and to cultivate in the pupils a habit of prompt obedience to her directions.

These drills enabled the teacher to acquire the habit of directing the movements of the class with ease and freedom. In a few

days the signals and words of command became automatic. This left the teacher's mind free to observe, instruct, guide, and direct the pupils, and to control their conduct by look, word, or gesture. No one should ever undertake to put this method into operation unless she is willing to drill, and persist in the drills, until she shall have acquired perfect ease and skill in directing the movements of the class, monitors, or school as a whole. To stop short of this would not only make the method ineffective but would serve to condemn the method before it has had a trial of the most essential element in it

After a week's trial of the method detailed, the teacher, mentioned above, had acquired reasonable ease and freedom in managing her class, and the habits of the pupils were decidedly improved. At the end of the first month, teacher and pupils were working in hearty co-operation with each other. At the end of her second month, the County Superintendent pronounced her management of the class excellent and her work as a whole very good. Four years or more have passed since that victory was won. Hard as was the battle, it saved a strong teacher to the State of California! Was it worth while? Shall we throw overboard the "weak teacher" whom a well organized system can make strong?

By the time a teacher has acquired the necessary skill and has developed orderly habits and correct attitudes, pupils will take upon themselves the execution of the various movements of the school. Each pupil drops into his proper place, and performs his duty without attention from the teacher. The school will run in its mechanical details with little or no expenditure of effort on the part of the teacher. This freedom from detail will enable her to concentrate her energies upon the vital work of teaching those things which make for character and efficiency in society and state.

These words are written in the light of experience, for the help and encouragement of those who are blindly struggling to win the victory. In this method, the essentials only have been emphasized. Much might be added, and a few minor items taken away. Each teacher must decide for herself just what modifications are necessary to adapt the method to special situations. Sufficient to say, it has met the needs of a variety of schools in communities differing greatly in the character of its people, and has lifted many a worried soul to the rank of first-class teachers.

Organization and attention to mechanical details in the school-room are but a very small part, though, to most teachers, an essential part, of the management of a school. The external forms of order and politeness, the physical attitude of attention, automatic obedience, the outward semblance of co-operation and mutual helpfulness, may exist without the proper attitude of soul (mind, heart,

and soul.) But these external forms are preliminary conditions in which the realities thrive best. Automatic obedience is better than disobedience, and furnishes a suitable garment in which to clothe the obedience that flows from a sense of right, sense of duty, or from love of the one obeyed. The earnest, consecrated teacher will use the machinery of the school-room in such a way as to develop all that is highest and best in the human soul. To cultivate the higher realms of the soul much more than mere machinery must be used—so much more that many pages would be required to set forth a method of arousing in a child the highest and noblest ideals, impulses, and aspirations.

The following books on "School Management" present a more extended discussion of some of the topics mentioned in the foregoing pages:

School Management—E. E. White, American Book Co.

The Philosophy of School Management. Arnold Tompkins, Ginn & Co.

School Management—Samuel T. Dutton, Charles Scribner's Sons, N. Y.

Art of Class Management—Joseph S. Taylor, E. L. Kellogg & Co.

A New School Management—Levi Seeley, Hinds & Noble, N. Y.

TOPICS	AUTHORS				
	White	Tompkins	Dutton	Seeley	Taylor
Decoration of School-room . .	*58-64	72	92-99
Seating.....	75-85	74, 76	53	36, 37, 298
Lighting.....	75, 76	77	54	291, 300
Heating and Ventilation....	64-74	77	57-70	303-308
Daily Program.....	86-94	130	124-138	41-49, 256

* Figures refer to pages.

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Department of Methods

Easy Steps in Subtraction

Much of the labor attending the mastery of subtraction is eliminated by the use of the Austrian or "additive" method of finding differences or remainders*. By this method, the facts of addition are used in subtraction. Thus it is that the mastery of a single set of number facts suffices for both of these operations. There remains, however, the marking out of progressive steps by which the difficulties involved shall be taken up singly, and in the desired order.

The relation which obtains between the facts of addition and the corresponding facts of subtraction suggests that the time relation between the mastery of these two operations should be a close one. To determine exactly how close that relation should be is a difficult task. The mistake is often made of crowding the work in subtraction too closely upon the work in addition. This is the extreme to which the revolt against the topical arrangement has been carried. The golden mean is to be found between these two extremes. The teacher must find this mean for her own class. In doing so, she must guard against introducing the subject of subtraction before the class has been given a good start in addition. Again, she must not delay it until it becomes something wholly apart from the corresponding work in addition. Whatever the method followed in teaching addition is, much the same plan must eventually be pursued in teaching subtraction. But little headway can be made in column addition until several facts of addition have been perfectly memorized, and the work in subtraction should not be undertaken until such is the case.

As an illustration, let us presume that the class has mastered the following addition combinations (together with the inverse form of each) and has been drilled in the addition of columns involving these combinations:

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

As a step preliminary to the teaching of subtraction, let the teacher review these combinations orally, using the following form:

*For a more extended explanation of this method, see *A Course in Elementary Arithmetic*, McClymonds and Jones, pp. 37-39 (American Book Co.).

How many are 2 and 3? The pupils should be required to answer in the following form: 2 and 3 are 5. Next, let the teacher call for the same number facts, using the following form: 2 and how many are 5? In replying, the pupils should be required to use the following form: 2 and 3 are 5. From the previous work in addition,

the pupils should know that the written form
$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$
 asks, How many are 2 and 3? They are now ready for the written form

which asks, 2 and how many are 5. It is
$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$$
. The following subtraction forms that correspond to the several facts in addition

should now be placed upon the board, as follows:

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

The class should be given a thorough drill in reading these expressions, until every pupil can read each without any hesitation. Beginning at the right, they should be read as follows: 6 and how many are 10? 3 and how many are 5? etc. Next, have the class read the expressions and give the required answers, thus: 6 and how many are 10? 6 and 4 are 10, etc. Follow this with exercises

in subtraction in which there is no "carrying," such as
$$\begin{array}{r} 59 \\ -24 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ -53 \\ \hline \end{array}$$

-124

-32. Do not fail to have the children begin at the right of each

exercise to subtract. After the pupils have become perfectly familiar with what is required in each of the above expressions, require them to give the answers without reading the expressions, as follows: 6 and 4 are 10, etc. Finally, require them to give the differences without naming the subtrahend or minuend. Give much drill in doing this. Teach the class that the sign — means *less*, that the lower number is *taken away* from the upper number. Dictate to the class thus: From 59 take away 24. Call their attention to the fact that the lower number is never greater than the upper number, and that when they are the same the answer is zero. Later, use the terms minuend and subtrahend. The pupils should become familiar with these terms through hearing them used.

In preparation for the more difficult task of subtracting when "carrying" is involved, the pupils must be trained to tell at a

glance which expressions can be solved and which can not. Such expressions as the following should be read, and pronounced as ones

which can or cannot be solved: $\begin{array}{r} 2 \\ -5, \end{array}$ $\begin{array}{r} 3 \\ -0, \end{array}$ $\begin{array}{r} 2 \\ -2, \end{array}$ $\begin{array}{r} 0 \\ -6, \end{array}$ $\begin{array}{r} 9 \\ -4. \end{array}$ The pupils

should be required to state why some of the expressions can be solved, and why the others can not be solved. The teacher must here accept reasons such as the following: "Because the little number is on top," etc. To teach "carrying," begin with such an

expression as $\begin{array}{r} 2 \\ -9. \end{array}$ The class will pronounce it one that can not be solved. Place the figure 1 before the minuend, thus changing it to

$\begin{array}{r} 12 \\ -9, \end{array}$ and ask if it can now be solved. Treat in a similar manner:

$\begin{array}{r} 2 \\ -3, \end{array}$ $\begin{array}{r} 0 \\ -4, \end{array}$ $\begin{array}{r} 0 \\ -6. \end{array}$ Ask the pupils to tell how one that can not be solved

may be changed into one that can be solved. Pass from $\begin{array}{r} 12 \\ -9 \end{array}$ to $\begin{array}{r} 12 \\ -29. \end{array}$

The class will see that the 2 in the minuend must be changed to 12. Require them to make this change mentally, and to retain it without indicating the change in the exercise. After they have solved that part of the exercise, tell them that since they changed the 2 above they must now add 1 to the next lower number. So the 2 in the subtrahend is changed to 3. The class should learn that this change must always be made in the next lower number, following a change in the upper number. The reason for such a change as told to them is, "Because the upper number was changed." Making only a single change in the character of each succeeding exercise, solve such exercises as the following:

$\begin{array}{r} 52 \\ -29, \end{array}$ $\begin{array}{r} 52 \\ -19, \end{array}$ $\begin{array}{r} 52 \\ -13, \end{array}$ $\begin{array}{r} 52 \\ -23, \end{array}$ $\begin{array}{r} 50 \\ -24, \end{array}$ $\begin{array}{r} 50 \\ -26, \end{array}$ $\begin{array}{r} 50 \\ -14, \end{array}$ $\begin{array}{r} 50 \\ -24, \end{array}$ $\begin{array}{r} 4022 \\ -1329. \end{array}$

The class has now had exercises in which "no carrying" and others in which "carrying" was involved. As the next step, exercises in which both occur should be given. Here it is that much confusion and many errors will be avoided by the fact that the pupils have, in the meantime, been required to distinguish carefully between the expressions that cannot be solved and those that can be solved. Notwithstanding this, the teacher must be prepared to meet the confusion that will result from lack of experience in dealing with exercises in which both occur. Exercises such as these should

follow: $\begin{array}{r} 924 \\ -492 \\ \hline \end{array}$, $\begin{array}{r} 5003 \\ -1363 \\ \hline \end{array}$, etc. The number of such exercises that can be made from the group of subtraction facts given is very great. The teacher must determine the amount of drill needed by her class. She must recognize, however, that among the many exercises which she may provide there must be the conscious introduction of exercises which contain the several types of difficul-

ties that must be met in this work. In the exercise, $\begin{array}{r} 524 \\ -92 \\ \hline \end{array}$, after subtracting 9 from 12, the pupils must be led to see that since there is nothing under the 5, the 1 is added to nothing, then sub-

tracted from the 5. In the exercise, $\begin{array}{r} 902 \\ -493 \\ \hline \end{array}$, the 9 in the subtrahend becomes 10. The question then is, 10 and how many are 10? As the 0 in the minuend was changed to 10, 1 must be added to the 4 in the subtrahend. The teacher should explain such difficulties to the class before assigning exercises in which they occur.

The following exercises illustrate the several difficulties that must be foreseen in the assignment of work to the class:

$$\begin{array}{r} 595 \\ -245 \\ \hline \end{array} \quad \begin{array}{r} 550 \\ -230 \\ \hline \end{array} \quad \begin{array}{r} 526 \\ -290 \\ \hline \end{array} \quad \begin{array}{r} 320 \\ -284 \\ \hline \end{array} \quad \begin{array}{r} 502 \\ -193 \\ \hline \end{array} \quad \begin{array}{r} 502 \\ -103 \\ \hline \end{array} \quad \begin{array}{r} 594 \\ -42 \\ \hline \end{array} \quad \begin{array}{r} 520 \\ -86 \\ \hline \end{array} \quad \begin{array}{r} 1022 \\ -83 \\ \hline \end{array} \quad \begin{array}{r} 5624 \\ -92 \\ \hline \end{array}$$

Although the explanation of the changes made in "carrying" seems meager, it will serve the purpose better than a more elaborate one. What the child needs is something that will help him to *do* his task: later, *understanding* will have its place.

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* * *

Some Useful Pictures in Composition

BY HENRY MEADE BLAND.

Repeat a story to your children till you have led up to its most interesting part. Request the children to finish the story by drawing from their own imagination for the material. Use only stories entirely new to the children. Suit the story to the age of the child.

It is suggested that, for example, in the "Story of Vulcan," you leave the children to tell how Juno got out of the wonderful

chair in which she was trapped. In "Cinderella," let the children make up the balance of the story from the point at which the Prince begins to hunt for the owner of the glass slipper. "Jack and the Beanstalk," "The Myth of Bacchus," and the "Myth of Persephone," are stories which may be treated in this way:

If you prefer not to treat the well-known myths and stories in the manner suggested, invent a story and have the children tell how the character gets out of the dilemma into which you put him. The following story has been used successfully in this way:

"A boy left Sacramento one day to visit his uncle, who lived in San Francisco. When he reached the depot, there were two trains ready to pull out. One was for San Francisco and one for Stockton. The boy got on the Stockton train and did not know he had made a mistake until he was several miles from home."

The pupils were asked to make up a story telling how the boy got to the place he wished to reach.

Tell the story of the Klondike with its attendant difficulties as dramatically as possible to your older pupils, bringing out the dangers and perils of the North, together with the great riches to be acquired there. Be sure the title you use is of intense general interest, say, "A Boy's Trip to the Klondike." Make out for your own use a series of points after the style of the following:

1. Ned Anderson reads of great discoveries of gold in the North, and decides to undertake the trip to the gold fields.
2. What his mother said, on consulting her, of the great dangers of the trip.
3. What the father said.
4. His sister's argument for and against the trip.
5. Voyage north on the steamer. Storm at sea.
6. Two startling experiences in the gold regions; escape from a snow-slide; in the Yukon rapids.
7. Return home.

Make each of the points you decide upon the subject of a paragraph. Give your pupils the opening sentence to each paragraph "to hang their thoughts on," and have them complete the thought of the paragraphs. Deal only with one paragraph at a time, and before you give the leading sentence of a paragraph, let the preceding paragraph be completed.

This exercise is for your highest grade. Practice upon a simpler exercise involving but one paragraph may be used in preparing the pupils for a more extended exercise like the foregoing. Select subjects that fire pupils' imagination and appeal as much as possible to their own experiences.

Plant in a flower pot a root of dill, sometimes called sweet anise, and put the plant in a sunny place in the school room. In

the spring, when the plant has attained some size, secure some of the caterpillars of the common anise-butterfly (*Papilio Polyxenes*), and put them on the dill. Have children watch the development of the insects till they are full grown. Allow the full-grown insects to escape into the sunshine. Butterflies cannot be kept in captivity; and the young children should not be encouraged to kill and mount them. Get the eggs of this butterfly as well as the caterpillars. Watch the eggs hatch. Lead the children to be on the lookout for strange and startling changes in the insect's life. After this spontaneous study of the insect has gone on for a month or more, have the children tell orally its life-story. Finally have the children write their versions of the story. Encourage individuality of expression. Correct the faults of expression, but do not scold about them. Let your criticism be largely the praise of good points.

If the *Papilio Polyxenes* cannot be found, use some other insect, potting the plant it lives on. The caterpillar of the monarch butterfly lives on the common milk-weed, and has a wonderful life-history. The little fox butterfly lives upon the mallows.

The common wasp's nest, found so often clinging to the roofs of sheds and outhouses, if placed in a glass jar with the parent wasps, makes an interesting study upon which the children may write. Cover the jar with paper, and puncture the paper with many pin-holes to let in air. Feed the insects with sugar and water. Your children can see the whole process of the young wasp's growth.

Put the following on the black-board, or mimeograph it for your pupils to work from:

"There was one time, after a heavy storm in the mountains, found in the drift wood under a bridge over a valley stream, a family of young foxes. A school-boy saw one of the baby foxes, caught it, took it to school, and gave it to his teacher. The teacher showed the fox to her school, and asked the boys and girls to write a story telling where the fox came from and how it got under the bridge. Tell the story you would have told had you been in that school."

USE OF PICTURES

The prime characteristic of a good picture for a basis of composition work is suggestiveness. The picture should readily suggest a story. A picture involving animal or human life and representing a distinct incident is to be preferred. For example in the

story of "Johnny-look-in-the-air," a representation of Johnny staring vacantly into space and walking over the brink of the river, would almost certainly suggest a story to the average child. The celebrated painting by Landseer, of a dog who has saved a child, is also an example of a picture full of suggestiveness. The *Helping Hand*, by Renouf, *The Angelus*, by Millet, *The Highland Shepherd's Chief Mourner*, by Landseer, and *The Flood*, by Kiorbe, are examples of famous pictures which can be used by teachers in connection with composition work.

These pictures can be found in the language books suggested for teachers' use*, or cheap, but at the same time very artistic reproductions, can be purchased.

* * *

History in the Elementary Schools

II. The Course of Study

In the first article of this series an attempt was made to show that all instruction in history should recognize both the utilitarian and the idealistic views of the subject. This furnishes, perhaps, the most essential criterion of the course of study. If history is to be taught at all, it must be based upon a proper conception of the ultimate elements in the development of our civilization. The test of the curriculum next in importance is the answer to the question, Is the course of study adapted to the natures and experiences of the children?

One of the most helpful and suggestive little monographs bearing upon this question is "The Curriculum and the Child," by Dr. John Dewey, now of Columbia University. The thesis of this pamphlet is the necessity of recognizing both the logical and the psychological basis of the curriculum. The exposition of the proposition and the arguments adduced by the author are peculiarly adaptable to the course in history. To get the point of view of the child, to reach its standing ground, to make a start at all, doubtless we must be psychological. On the other hand, to induce children to acquire the large body of organized knowledge without which they can have no adequate nor correct conception of real history, the instruction must be both logical and chronological. The determining factors, therefore, in a well-balanced course in

* See Bulletin in English issued by State Normal School at San Jose, 1904.

history in the elementary schools would appear to be: (1) Recognition of the utilitarian or material basis of civilization. (2) Proper appreciation of the value of the interpretive or spiritual side of history. (3) The point of view of the child — the psychological criterion. (4) The knowledge side, subject-matter, logical and chronological arrangement.

Keeping in mind these creteria, let us consider, briefly, a workable course of study. In the first place I shall issue a ukase to the effect that history should be taught as a separate subject in every grade, from the first to the highest in the elementary schools. If extensive correlations are to be attempted, history should furnish the core. This dictum, probably, is subject to discussion, but space forbids in this article. In the lower grades the psychological factor should be more in evidence; in the grammar grades the logical should predominate. In primary grades, to a large extent, the materialistic, interpretive, and psychological factors harmonize, the logical and chronological may be neglected. Primitive civilization would, therefore, furnish the theme in these grades. Not the primitive civilization of any particular peoples, except for illustrative purposes, but primitive civilization in general. This should consist of simple, realistic and dramatic accounts of the development of the arts of living, grouped, perhaps, around the following main topics: Dwellings, clothing, securing and preparing food, war, social organizations, etc. Out of these will spring æsthetical, ethical, and culture ideas and the opportunity for the introduction of much interpretive matter in the way of myths, fairy tales, folk-lore, poetry, drama, etc. Illustrations may be drawn from ancient sources, *e. g.*, Egyptian, Persian, Hebrew, Greek, Roman, Teutonic. Also from modern sources, as the Indians of North and South America, Esquimaux, native Africans, Bushmen, etc. The latter sources will very materially increase the air of verisimilitude of the instruction. An attempt should be made in the first four grades to develop in the consciousness of the pupils a series of impresionistic pictures showing the general sweep of all civilization from the untutored savage to the dwellers in the cities.

In the fifth and sixth grades the logical and chronological factors should begin to be prominent, but still the movements and ideas developed therefrom should be general and universal rather than particular, though many specific stories, anecdotes and personages will be introduced, for the purpose, however, of developing general notions and composite pictures. Here an attempt should

be made to teach something concerning the civilization of the mediæval period in Europe as exemplified in England, France, Spain and Germany. Such general topics as feudalism, chivalry, monastic life, warfare, etc., can be taken up with great interest and profit. From the logical side the work in these two grades forms a background or introduction to the formal study of the history of the United States, which occupies the next two years. Ample opportunity is afforded by the topics of this period to introduce much matter along the interpretive side. Ballads, epics, dramas, romances relating to this phase of civilization exist in abundance and should be used liberally. On the psychological side it has been fairly well demonstrated that children in this stage of development are hero-worshippers and that romance of action appeals strongly to them, but they are getting over the more purely imaginative stage and now demand "real" history. The myth and the fairy tale do not appeal to them so strongly and must be superseded by tales of real heroes.

In the seventh and eighth grades the psychological must give way to the logical factor. The "culture epoch" theory, "immediate interest," "line of least resistance," all must surrender to the tyrant knowledge. Not alone because it is customary and demanded by the voice of the public, but because it is best in the present state of society and education, must these two years be devoted to the work of acquiring a comprehensive and fairly accurate notion of the history and government of our own country. I do not concede, by any means, that the process of securing such a broad and accurate conception of the history of the United States is necessarily devoid of immediate interest, nor that the psychological criterion is actually lost sight of. But it must be conceded that many phases in the development of the constitutional and institutional history of our nation do not specially appeal to pupils of this age. Nevertheless these things must be taught, the work of the instructor being directed towards developing a higher and more permanent interest, which is, after all, the only kind worth the effort.

The last article will take up materials and methods appropriate to the course above sketched.

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Stories of Greece and Rome for Children in the Grades

Shall any history other than American be taught in the grades? This must remain an unanswered question in California so long as the course of study of forty-five counties of the State demand United States history in the closing years of the grammar grades, the stories of our country in the intermediate, with possibly State history reinforcements — and nothing more.

Even though the leading cities and twelve counties have well-planned courses dealing with history from ancient times to present days, so long as forty-five of the counties are satisfied that their boys and girls are fitted for life when they know only the deeds of our American forefathers, so long will California remain in the background; one of those States of which the Committee of Seven says: "their courses leave much to be desired." Possibly these California counties have the same point of view as those States which when questioned by the committee, "Why do you teach history in the schools?" replied, "To make our boys and girls true patriots" (N. Carolina), "Develop patriotism" (Colorado), "Kindle the fires of patriotism and keep them burning" (Nevada).

Whether this can be justified from the pedagogical standpoint is a debatable question. To decide it from the point of view of history we can turn to no better authority than that of the Committee of Seven appointed by the American Historical Association to report upon the condition of history in our schools. A committee thus formed from leading historians and professors of America, the results of their careful investigations and their recommendations should have great weight.

High schools are almost universally shaping their courses to meet these requirements. But the report of the committee does not deal with high school problems alone. That portion given to "The Study of History Below the Secondary Schools" should be familiar to every maker of courses of study and to every grade teacher in California.

The tendency of Americans to over-emphasize the history of their own country, to look upon history chiefly as a means of making good little patriots of their boys and girls is reviewed by the committee with criticism if not censure, as the following quotations indicate:

"It must be evident that the patriotism thus advocated is more or less a spurious one, a patriotism that would seek to present

distorted ideas of the past, with the idea of glorifying one country at the possible expense of truth."

In regard to the teaching of American history in our schools the report says:

"There are grave objections to this exclusive study of the history of the United States. Such study must be first of all insufficient. It gives but a warped, narrow, circumscribed view of history,—it is a history detached from its natural foundation—European history, it is history suspended in mid-air, it is history that has no natural beginning apart from its connection with European history." 2

If the American boy is "heir to all the ages" and "has a right to his inheritance," then somewhere in the grades below the Seventh he should gain a knowledge of heroes of other lands, should know of the people of ancient times and what they have contributed to the life of today. Of the many lines of work possible, the stories of Greece and Rome yield the best returns for the time and energy expended. The indebtedness of modern times to classic civilization is very great. The stories of these countries have so much of fascinating interest for the child, the life of the people, their brave deeds, their great works of art and architecture may all be studied so easily and naturally that it is possible here to bring a bit of real culture into the lives of our boys and girls.

This is a work, too, particularly fitted to awaken the interest in home-reading that has proved a source of education to many children whose school days were limited.

In many schools a certain knowledge of the early Greeks comes through tales of mythology. These are used as a basis for literature for the little people. As the child grows older, however, he becomes interested in real heroes. Here the accounts of the Greek games have their place. The story of Cleon from "Ten Boys," with reading from supplementary history readers forms the basis. With this the teacher should use copies of Greek art illustrative of the games as the "Disk Thrower," "The Wrestlers," and others. These, with interesting descriptions, are found in Miss Hurl's book, "Greek Sculpture." But when in addition to this, the teacher brings into the work the magazine articles describing the revival of the Greek games, she has started a line of interest that the boy of today seems unable to withstand, and, before she knows it, the history reading of this one class has turned the playground into a modern stadium, where all the lads are engaged with vim in running, jumping, and quoit throwing after the old Greek model.

To the teacher quick in intuition, this absorbing interest furnishes a concrete basis for many an ethical and temperance lesson. No youth who had committed a crime against the State could be-

come even a contestant for the prize. The lives of temperance and faithfulness required of those in training have their own unconscious lesson to teach.

For brave and patriotic deeds nowhere have we better examples than the Greeks in their defense against Persia. Numerous are the accounts of Miltiades at Marathon and Leonidas at Thermopylæ. Those presented by the "Magna Charter Stories" are, perhaps, the best from the inspiration standpoint.

The great age of art and literature following the Persian wars, though less fascinating than games and battles, yet furnishes a study of real value and interest. When in "Kemp or Stepping Stones" they read of the Greek statues, of the glorious buildings adorning the Acropolis, then should the teacher illustrate with copies of the masterpieces of Greek art furnished by the beautiful photogravure reproductions known as Elson prints, or by other art publications. If it is possible to secure any copies in plaster of the Greek statues, they should be in the school-room at this time. Excellent reproductions are now so inexpensive as to be within the reach of many schools. And who can measure their influence upon the children?

When, however, a copy of any great work of art has been purchased for the schoolroom, its advent should be welcomed with some little ceremony. With Miss Hurll's book alone as a guide, pleasant Friday afternoon programs can be arranged. Accompanying the reproduction of each marble is a bright, interesting account giving a history of the statue, of its artist, and often a few lines from Homer or Sophocles showing the place held by the particular god or goddess in Greek life and thought.

The great men of Greece became familiar friends to the children through the pages of the "Torch Bearers," "Stepping Stones" or Kemp, Sophocles, the writer of "Antigone," Demosthenes, the great orator whose very life and example has nerved more than one child to perseverance in overcoming difficulties, and beloved Socrates, with the group of earnest disciples discoursing with him in the market-place — all lead to interest in the manners and customs of the Greeks and help to form a picture of life in beautiful Athens in those far-away days.

To those desiring to complete the Greek cycle, Alexander naturally follows. Many are the accounts of this hero, but the teacher will find for her own use President Benjamin Ide Wheeler's "History of Alexander" of special value. Beside standing as authority, it gives the stories of Alexander's youthful exploits, in which the children delight. The illustrations accompanying this history as published in *Harper's*, vol. 90, 91, 92, help greatly in

furnishing that historical background so necessary for understanding events in the past.

Although in the stories of early Rome tradition and history are so blended, yet they present their lessons in patriotism quite as strongly as the Greeks at Thermopylæ, the Swiss in their Alpine heights, or Americans at Lexington or Bunker Hill. Here again many a young life receives an inspiration to self-sacrifice, to faithfulness, to high ideal through a desire to emulate some old-time Roman hero.

Though the stories are many and interesting, none seem to give the joy to the children, and from none can they better gain the atmosphere of this period than from Macaulay's "Horatius at the Bridge." By careful cutting, especially of the early lines, it furnishes an excellent reading lesson for the fifth or sixth grades. To the teacher anxious to keep the children from the monotone developed by overmuch narrative reading, this poem is a boon. The flashing eye and enthusiastic reading of Macaulay's lines prove the value of real literature in the schoolroom.

Rome in the days of her greatness, mistress of many lands, builder of mighty works, preserver of Greek art and Culture! In so large a degree is Western Europe indebted to the laws and institutions of the Imperial city, our own modern American civilization cannot fail to feel the effects. Here should be the teacher's guide in the choice of Roman history stories; less of battles and acts of cruel emperors; — more of the works of peace; draining of marshes, building of aqueducts that the cities of the empire might have pure water, building of roads and bridges — all that went to make that economic development for which Rome was famous.

Comparatively few are the stories that adequately present this side of Roman history. Much explanation must be given by the teacher and for material she will have to depend quite largely on the New High School text-books. These are meeting the need in a very satisfactory manner. But for works of art and great buildings of Rome one can choose from an abundance of excellent illustrations offered by our publishing houses.

The weakening of Rome through her own wealth and luxuries, her fall at the hands of the Teutonic tribes, teach their own lessons. It is a period not neglected by our history readers. The natural tendency is, perhaps, to overdo it — to force conclusions without sufficient historical basis. With the Teutonic invasions, this period of work properly ends. Stories from English history with certain topics from the Middle Ages naturally follow as a further preparation for United States history.

When through history reading this line of consecutive study is given, first to the Greeks, and then to the Romans, the careful

observer is impressed with its value. Not only is the reading hour furnished with material of great interest, but the children whose school days end with the grammar grades, receive some of the culture and breadth of view they deserve at the hands of the public schools.

Reference for Greek and Roman History Reading

- Kemp—"History for District and Graded Schools," Ginn & Co. \$1.00.
 Stirling—"Torch Bearers of History, Vol. I, Nelson & Co.: N. Y. 80 cents.
 Gilman—"Magna Charta Stories," Lothrop. \$1.00
 Andrews—"Ten Boys on the Road," Ginn & Co. \$1.00
 Arnold & Gilbert—"Stepping Stones to Literature," Fourth Reader, 50 cents. Sixth Reader, 50 cents. Silver & Burdette Co.
 Guerber—"Stories of the Greeks," American Book Co. 60 cents.
 "Stories of the Romans," American Book Co. 60 cents.

Illustrated Histories of Art. Valuable for Schoolroom Use

- Estelle Hurl—"Greek Sculpture," Houghton Mifflin Co. 75 cents cloth, 50 cents school edition, 35 cents paper.
 Harbelle—"History of Greek Art," Barnes. \$2.80. "Roman and Mediæval Art," Macmillan. \$1.50.
 Shumway—"A Day in Ancient Rome," D. C. Heath. 75 cents and 30 cents.
 Lovell—"Stories in Stone from the Roman Forum," Macmillan. \$1.50.
 Lanciani—"Ancient Rome in the Light of Modern Discoveries," Houghton, Mifflin. \$6.00

Reproduction of Greek and Roman Art and Architecture

- "Masterpieces in Art"—Elison Prints. In sets 9 x 10 inch photogravures, ten in each. Greek Sculpture A and B, Greek and Roman Architecture, \$1.00 per set. Elson & Co., 146 Oliver street, Boston, Mass. Should be in every schoolroom. The schoolroom decorations the same house publishes carbons, 20 x 23 inches, \$10.00; 17 x 23 inches, \$5.00.
 "Masters in Art"—A series of illustrated monographs. (Part 25, Vol. III, deals with the age of Phidias; Part 33, Vol.

III, deals with the age of Praxiteles). Bates & Gould Co., 42 Chauncy street, Boston. \$1.50 per year;; 15 cents single copy.

American Carbons — 8 x 10 inch, 40c; 12 x 16 inch, \$1.00; 17 x 21 inch, \$2.00. McClellan, Kanst Co., 111 Winston street, Los Angeles.

Artotypes — 13 x17 inch, 65c. Taber-Prang Co., Springfield.

Illustrated Magazine Articles for Greek Games

“Old Olympic Games,” *Century*, April, 1896, Vol. XXIX.

“New Olympic Games,” *Century*, November, 1896, Vol. XXXI.

“Olympic Games,” *New England Magazine*, May, 1896, Vol. XIV.

“Revival of the Greek Games,” *Scribner*, April, 1896.

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An Educational Pilgrimage

It would be extremely difficult, if not impossible, for the most gifted writer to portray the merits of such a teachers' institute as that which we indulged in at San Jose. The *local* county teachers' institute, such as has been held in the past, has not, it seems, proven suggestive of such a harvest as was reaped by the teachers of Amador county while in institute at the San Jose State Normal.

As to the success and practicability of the institute, as observed by those not of Amador county, Dr. Dailey and the other members of the faculty of the San Jose Normal that were instructors of the institute, say amen.

I could give you an hundred names or more of prominent people who have expressed to me personally their hearty endorsement of the plan.

It does not require any argument to convince an intelligent person, however skeptical or pessimistic he may be, after he has witnessed such an institute as we had, that it is so much more

effectual than the old way of holding reunions, called institutes, as to preclude comparison.

The impulse to move the teachers' institute out of the county came to me because of conditions of which one is: Out of sixty-three teachers employed in the primary and grammar schools of Amador county, fifty-three are products of the primary and grammar schools of this county—that is to say, eighty-five per cent of the teaching force is a product of the school taught, and that school—bear in mind—a primary or a grammar school. A consciousness of this condition, developed an incessant gnawing, in a sense, at my conscience—as if to spurn it for its lethargy in being content with things as they were. At last my convictions prompted me to act and I resolved to bring the teachers of my county face to face with the realities and with opportunities that await any who will improve them. I resolved to do this if it cost me my head. It is done, and, thanks to Providence, I still have my head.

The teachers of Amador county have seen, they believe, and are converted and we all rejoice.

From my observation and from knowledge gained by inquiry, I am of the opinion that the primary and the grammar grade teachers of Amador county, compare most favorably with the teachers teaching in like grades in any other similarly situated county in this State. The teachers of Amador county are considerate, conscientious and full of vim and desire to keep in line with the best that there is in their line of business. I hold that what is beneficial to the teachers of Amador county,—as teachers,—would prove beneficial to the teachers of any other similarly situated county.

Think of this a moment:—The Amador county teachers, assembled in institute at San Jose, were addressed by twenty-three broad-gauge, down-to-date educators; every talk, or lecture, was applied practically in actual teaching *there*—observed by the teachers in institute. Do you get the idea of the comparative benefits to be derived?

In an article—"Teachers' Institute"—published in the *Amador Dispatch*, at Jackson, Cal., December 2, 1904,—composed by a young rural school teacher of Amador county, is written: "May other counties profit by our experience and take their institutes to some point of learning in the State where the teachers will receive and enjoy the best in the line of work they are pursuing." Such expressions as the foregoing are the best evidence of the superior merits of our San Jose institute. The expression comes from the natural promptings of the soul to want every other soul to enjoy and profit by that which it itself has experienced with delight and benefit.

Books and Magazines

From the inspiring paper presented by John Lancaster Spalding, Bishop of Peoria, under the title "The Development of Educational Ideas in the Nineteenth Century," we take the following sentences: "The self-activity which in earlier times had manifested itself in exceptional minds, and in isolated groups, now stirred the masses. Education was seen to be a human need and a human right; the one whereby a man, whether as an individual or as a citizen of an earthly or heavenly kingdom may fit himself to lead a noble and helpful life. It is therefore the need and the right not of a class, nor of a sex, nor of a profession merely, but of all. The belief that education should be universal, and the recognition of the fact that it can be made so only through a system of public schools, for which all are taxed, have given the impulse to the most characteristic developments of educational ideas during the nineteenth century. The ancient ideals of intellectual culture and moral discipline it did not transcend, but sought to give them general application; and the success with which this has been accomplished is largely due to the influence which those ideals have exercised on the modern mind. Pedagogy is not a science or an art which the nineteenth century created. The word is Greek, and the earliest thinkers understood that man's educability is his most characteristic distinction. Pedagogical problems preoccupied Socrates, Plato, Xenophon, Aristotle, Cicero, Seneca, Epictetus, Marcus Aurelius, Plutarch and Quintilian. But in the nineteenth century education became a matter of social interest. A message of the nineteenth century to the twentieth is this: 'So mold public opinion that it shall lead the best men and women to choose teaching as a vocation.'"

* * *

Professor Micheal E. Sadler of England, whose paper bore the title, "The School in Its Relation to Social Organization and to National Life," began by saying: "Were it possible for some eighteenth century observer of men and manners to return to life and to study the educational principles and practice of the more democratic communities of the present day, he would probably dwell on six things as being the most conspicuous points of difference between the old order as he knew it and that which now prevails. He would note that the public schools open up for the children of the masses of the people, a range of individual opportunity which

**The Need for
Different
Types of
Schools**

in extent and in stimulating variety goes beyond any precedent in history. Secondly, he would observe with surprise, though not necessarily with approval, that school discipline, especially on its physical side, has lost its former severity of application. Thirdly, he would stand amazed at the effective recognition which has been given to the claims of women to intellectual self-development. Fourthly, he would find, in all grades of education, from the kindergarten to the university, the teachers' calling regarded with greatly increased honor and consideration. Fifthly, he would be impressed by the successful assertion by the secular state of the right to impress an ideal of life upon the consciousness of the rising generation. And, sixthly, he would justly conclude from the amount of our educational discussion, and from the scale of public educational expenditure, that the present generation attaches to the school as a factor in social culture, an importance which was foreign to the habitual thought of his own time. In bringing about this great change of opinion four nations have borne an especially brilliant part—France, Germany, Switzerland and the United States of America. The highest significance of the current modern conception of the public school seems to lie less in what it has already achieved, great though that achievement has been, than in the certainty of the further changes to which it promises to lead. Its work has been least successful among the morally weak and among those lacking the vigor of personal initiative. It has left a great residuum, and for the educational treatment of that residual social deposit it seems desirable that measures should be taken very different from those which have proved themselves appropriate to the needs of the more vigorous. One danger of the situation is lest there should begin a too-sweeping reaction against the individualizing tendency on the part of those who have the deteriorates too exclusively in mind. The ideal of education is not blind submission to rules imposed from without, but willing and intelligent obedience to a noble and self-chosen way of human life. Education cannot, therefore, be uniform even in schools of lower grade.”

* * *

The following propositions are set forth in Dr. William H. Maxwell's paper, "Present Problems of the School":

- Six Funda-mental Propositions**
1. The public schools should provide such an education that the opportunities of all citizens to make a living, and to lead happy and prosperous lives, shall be equal, as far as education can make them equal.
 2. The public schools should provide the highest quality of education, not only for the purpose of equalizing the

opportunities of all, but in order that there may be a "perpetual succession of superior minds, by whom knowledge is advanced, and the community urged forward in civilization.

3. The school, as distinguished from the college, provides training for childhood and youth.

4. The State should require that the primary elements and means of knowledge should be taught to all children.

5. The school should provide training for the body as well as for the mind.

6. The intellectual training given in the schools involves, in the first place, the adjustment of the mind to its spiritual environment through some knowledge of the intellectual inheritances of the race, and, in the second place, the development of the qualities of industry, energy, helpfulness and devotion to duty—qualities necessary both to individual and to social progress.

These principles give rise to many problems, first among which is that of physical education. Without four forms of physical culture—play, gymnastics, that is, exercises directed to curing physical defects, athletics, organized play involving feats of skill, strength, etc., and manual training, no school is doing its perfect work. The tenement-house does not leave room for these things, and, what is worse, it destroys the home. Consequently the tenement-house must be eradicated. Another serious problem is the division of time between the elementary school and the high school. School life, above the kindergarten age, should be divided into two equal periods—the elementary, corresponding to the epoch of childhood, and the secondary, corresponding to the epoch of youth. Each period would provide for six years of school work—the elementary, from six to twelve; the secondary, from thirteen to eighteen. The problem of the course of study, and of the training and appointment of teachers are also discussed in this paper.

* * *

When Thomas Davidson died, a writer in the London *Spectator* referred to him as one of the twelve most learned men on our planet.

Of all his many works the one which seems to us most likely to be remembered by succeeding ages is the one which is described in *The Education of the Wage-Earners*. In December, 1898, Mr Davidson gave a course of lectures before an east side audience in New York City on the general subject: *The Problems*

The Education of the Wage-Earners. By Thomas Davidson. Edited with an Introductory Chapter by Charles M. Bakewell. Boston: Ginn & Co.

which the Nineteenth Century Hands Over for Solution to the Twentieth. At the close of his third lecture—On Educational Problems—in which he had spoken of the need for education among working-men, a young man in the audience stood up and said, "It is all very well to talk about education for the bread-winners: but how can people like us, who work nine or ten and sometimes more hours a day, who come home tired, who have no conveniences there for study, few books and no one to guide or instruct us, obtain any liberal education?" His question was greeted with applause, says Mr. Davidson. Feeling that I was ready with no answer to it, in an unguarded moment (or shall I say in a moment of inspiration) I replied: "That is just the chief educational problem which the nineteenth century hands over to the twentieth. But one thing I can do of a practical sort—I cannot procure for you shorter hours, or make you less tired at night; I cannot supply you with home conveniences for study or with books; but one thing I can do and I will do, if you care to have me. If you will organize a club of people who are really in earnest, and who will work with all their might, I will devote one evening a week to it." "That's talking," someone said, and then came a storm of applause. The Educational Alliance offered a room, and sixty people put down their names. Two classes, one in History, the other in Sociology, were organized. Mr. Davidson kept them to their promise to work hard. A nine room building was taken next year, for the membership had increased to one hundred and fifty. Eight classes were organized in Latin and Greek, Algebra, Geometry, Universal History, Comparative Religion, Natural Science, and Mr. Davidson's class in Goethe's Faust. Later, classes in Stenography, Freehand Drawing, Advanced Mathematics, several classes in speaking English, and a class in the History of Philosophy, which met on Sunday, were added. The members of this class—hat-makers, coat-makers, and clerks in stores, says Mr. Davidson, wrote remarkable essays on Aristotle's Poetics, The Renaissance, Religion, Culture, etc. Finally they were organized for philanthropic work, for said their leader to them: "The great Christian revival came through the united effort of a few obscure men, so did the great work of St. Francis of Assisi. If we have a resolute purpose may we not do as much?" When Mr. Davidson died about four years ago, more than two hundred and fifty men and women were attending the Breadwinners' College. The ideal was vital, for the school goes on increasing in size and effectiveness though no one worthy to succeed its founder has yet been found.

While Mr. Davidson was on his death bed he wrote a brief history of this remarkable school. The founder's history together with the lectures which led to the experiment from the body of this book. It contains also the weekly letters of in-

struction and counsel which Mr. Davidson wrote to the members of the class in the *History of Philosophy*. In addition the editor contributes a biographical account of Mr. Davidson's *Life and Philosophy*, and a brief sketch of the activities of the school since Mr. Davidson's death.

There are few books on education which combine as many points of interest as this one does. The history of the undertaking is a stirring story, and the letters which Mr. Davidson wrote to the class contain such philosophical instruction as only a master such as Mr. Davidson was, could impart.

Something like a rebirth of pedagogical enthusiasm and understanding will come of reading it.

* * *

The end of education is morality; but how can this end be attained? That is the hardest problem which the teacher has to solve. It is not hard to govern a school and to instruct pupils in the several subjects of the course of study, but it is a fine art to so govern it and so instruct the pupils in the subjects which they study that they will go forth into the world the sort of men and women that they should be. The problem of education owes most of its difficulty to the fact that it is so easy to teach and so hard to teach well. In this book Mr. Griggs presents a discussion of the whole problem of moral education: its aim in relation to our society and all the means through which that aim can be attained. It contains both the theory of education and at the same time definite applications of all the principles developed to the practical work of parents and teachers. In addition it contains an extended bibliography of moral education.

Character is not conceived as a negative thing—the avoidance of evil; and morality is not to be taught in one period each day devoted to 'morals and manners,' Instead morality is a positive thing, nothing more nor less than the proper organization of one's entire experience. Therefore the problem of moral education is the problem of the whole of education in relation to its moral centre and aim. It cannot be the function of any single influence or institution. The aim of moral education is to produce positive characters illumined and controlled by an intimate knowledge of the laws of life. The means are play, work, the social atmosphere, home, school, books, persons, occupations, examples. It is safe to say that this is the best book which Mr. Griggs has yet written, and in many respects the most suggestive book which we have upon this subject. It furnishes a resource

which is greatly needed and should be read, reread, and pondered over, particularly by everyone who works with children.

* * *

Everybody knows that the teaching of modern languages in the schools of the United States is very far from being as successful as it should be. And everybody with the possible exception of a few perfervid champions of the ancient languages, is anxious to see the teaching of the modern languages improved. This matter has not received a tithe of the attention which was due it. The Report of the Committee of Twelve on the Teaching of Modern Languages, a brief but practical discussion of the subject, stands almost alone, and has not been by any means as widely circulated as it deserved. This volume presents an enlargement of that report, "more especially by bringing to our aid the best results of recent modern language teaching in Germany. No country can show such a rapid, and, in the main, healthy development in modern language instruction during the last generation as Germany. But although the study of the so-called 'Reform Movement' in Germany is extremely rich in valuable ideas, it will not do to introduce the 'made in Germany' product as a whole into this country. It must be adapted to American conditions and American ideals to bring about successful results. We must work out our own school problem just as Germany is trying to do."

The purpose of this book is to help in working out the problem of teaching German in American schools. It has to do chiefly with two questions: First, what is the best work we can hope to do in a course extending over a maximum period of four years in the high school? Second, what has experience to teach us as to the best way to do it? The answer to these questions may be found in the ten chapters of the book which treat of the value of German, the aim of the course, pronunciation, work in speaking, grammar, written exercises, composition, reading, translation, vocabulary. We have here a very thorough and practical discussion of the subject. This book should be in the hands of every teacher of German in our schools.

* * *

Good texts for use in Commercial High Schools are very rare. Perhaps there has not as yet been time enough for experimenting in

The Teaching of German in Secondary Schools. By E. W. Bagster-Collins, Adjunct Professor of German in Teachers' College, Columbia University. New York: The Macmillan Co.

Commercial Law. By D. Curtis Gano, L.L.M. New York: The American Book Co.

teaching commercial subjects to determine how they can be taught to advantage. This text-book contains a satisfactory presentation of the subject of Commercial Law and is very superior to most of the books which are used in studying that subject. It is written by a lawyer from the point of view of law, not of business; and while it does not profess to make lawyers of its readers, it is not inferior in quality to the books used in law schools. Legal principles are illustrated by quotations from opinions handed down by the courts rather than by hypothetical cases. The lists of questions and problems which are attached to each chapter should be of considerable service.

* * *

The following statement prepared under the direction of Dr. W. T. Harris, United States Commissioner of Education, will be of interest to the educational world at large:

The Figures For Last Year The report of the commissioner of education for the fiscal year ending June 30, 1904, shows that 16,009,361 pupils, or 20 per cent. of the entire population of the country attended the public schools during that year. As compared with the previous six years this percentage shows a slight decrease in the number of pupils as compared with the total population. The total cost of the public schools last year is given at \$251,457,625. This is an increase of \$16,000,000 over the previous year. It amounts to \$3.15 per capita of the total population and \$22.75 per capita per pupil.

Since 1870 the proportion of male teachers has decreased from 39 per cent. of the entire number to 26 per cent. of the entire number the past year. The average compensation for male teachers last year was \$49.98 a month and \$40.51 for females. This is a slight increase over the previous year. The enrollment in the private schools for the year is given as 1,093,876. By the addition of pupils in elementary schools, academies, institutions for higher education, average schools, business schools, private kindergartens, Indian schools, State schools, and schools for dependent orphans, the grand total of 18,187,918 pupils is reported. The report estimates that the average schooling given to each inhabitant in 1870 was 672 days and in 1903, 1034 days. The report shows that last year 1,578,632 colored children were enrolled in the common schools for that race in the former slave States and the District of Columbia. The enrollment in 1877, the first year statistics were taken of colored schools, was 571,506. Since 1876 it is estimated that \$130,000,000 has been expended in the education of the colored children in the former

slave States and nearly \$600,000,000 for the same purpose for white children.

Ninety-six reform schools are recorded, with 31,468 inmates, 21,603 of whom are learning useful trades.

* * *

The causes of American enthusiasm for education, and the educational needs of the British people all through the Empire were strikingly brought out by Professor Sadler, in a speech recently delivered by him at Sheffield. Referring to the United States, he pointed out that nearly everybody there heartily approved of progressive national education. "He believed," he said, "three things had brought this about. In the first place, ever since the middle of the seventeenth century, New England, which had been one of the great centres of high ideals in the United States, had had a public and efficient system of secondary education. Men who had led opinion in America had themselves been well educated, and believed in schools. The second reason was that, at great expense, but with unflinching courage, Americans had put some of their best work into schools for little children. It was the bottoms of primary schools that contained the real secret of educational success. He did not want to lay before them and other responsible authorities an impossible programme, but he was convinced that they would never get the English democracy really to believe in elementary education until they had made the classes in their elementary schools much smaller than they were at present. They could not do this all at once, but was it not possible to resolve that in each great city they should have two or three classes which should be a model for the world, and in each the instruction given to little children should be such that they would look back to their first school-days with gratitude, affection, and pride? The third thing that had made America believe in education was the public services rendered by her universities. They had not been exclusive, they had not been standoff, they had not been pedantic. They had taken off their coats, gone into the streets, and worked for the common people. That was what they had got to do in England. They had to make every man and woman feel that the universities were theirs, working for them, and learning from them. It was no accident that we were living in England at the present time in a period of university renaissance. Many of our greatest educational ideas came from the old Italian universities which were founded just before and at the time of the revival in learning. With three exceptions, every single Italian university,

**Professor
Sadler on
American
Education**

including Padua, to which we in England owed a heavy debt, was founded or helped by municipal aid. Without this aid, indeed, only three or four of them could have been started on their illustrious career, and they were the outcome of a period of great commercial wealth, a period when the princes of industry and commerce saw that it was their interest as well as their duty to place large resources at the service of science and letters. It was municipal aid, too, which caused the establishment in Germany of the University of Erfurt, which was the first to carry out the new learning."—*The Australasian Schoolmaster*.

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Official Department

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Address of State Supt. Thomas J. Kirk, before the Southern California Teachers' Association on December 22, 1904

At the time of giving your chairman, a few days ago, the title of subject for this address, I had in mind for discussion a number of topics which I now see by the program are to be considered by such able schoolmen as President Black of the San Diego Normal School, Superintendent Keppel of this county, and others, so that I shall either refrain altogether from mentioning some things I then had in mind, or but briefly touch upon them. I know that the gentlemen named, after special study of the questions, will throw new and valuable light upon them.

SCHOOL REVENUES AND TEACHERS' SALARIES.

You have all doubtless noted, through reports in the public press, the agitation that has been given during the past year or more to the subject of school revenues, in which reports the names of Governor Pardee and myself have been frequently mentioned. I want to say, in

his presence, that while some spirited friendly controversy has taken place between the Governor and myself as to ways and means, the best of good feeling has prevailed, and I am glad to testify to the unusual interest in, and the knowledge of State educational affairs which the present Governor has continually shown. The Governor, with perhaps no less solicitude for better compensation of teachers and for better schools than I have, but with the responsibility which no other official of the State can have for adequate maintenance and good management of all the other departments of the State, he has, quite naturally, not been so ready as myself to advocate or to see the wisdom of raising the State school tax so as to produce \$9 in lieu of \$7 per census child. I may have to yield my position on this matter for the present and see from the Governor's standpoint that long train of other bounty claimants now on their way to Sacramento to exhibit their burdens and to show why they should be laid upon the State. The importance of many of these measures cannot be questioned. They are such as a necessary new Normal School building in San Francisco, additional classrooms and other buildings at Berkeley, in order to care for that large body of twenty-five hundred students, an agricultural farm, additions and renovations which it is claimed must be had in prisons and State asylums, \$200,000.00 for the maintenance of the newly established appellate court, river improvements, aid in reclamation of delta lands. Nor can we overlook the fact that the sources of State revenue have, by recent constitutional amendments, been materially curtailed. Every person with less than \$100.00 of taxable property is now exempt from taxation, and many institutions, as Stanford University, the Academy of Sciences in San Francisco, and all churches, are no longer required to pay taxes.

The fact, however, remains, that without efficient schools and teachers, without education, all else is not worth having, and in this Governor Pardee heartily agrees with me.

A readjustment of the method of apportioning State school funds has been carefully thought out, and I beg to submit the same as a way of at least partial relief from present conditions.

DISTRIBUTION OF STATE SCHOOL FUNDS.

We have all along been, and we are still, distributing State school moneys to the counties according to census children, and for the fundamental principle, or purpose, of providing something approaching equal opportunities and advantages for an education to every child of the State. This method is discovered to be a lamentable failure.

It is easy to see that it costs about as much to maintain a school of 20 children as it does one of 40, but the State gives just twice as much aid to the latter as to the former.

On census basis we gave, in 1902, State aid to every teacher or schoolroom or class in the counties, as follows: to Alpine \$249, to Alameda \$579, to Mariposa \$310, to Los Angeles \$406, to San Benito \$275, to Stanislaus \$319, to Santa Clara \$509, to San Diego \$293, to San Francisco \$783, to Riverside, \$392, to Plumas \$388, to Santa Barbara \$396, to San Bernardino \$455, to Glenn \$271, to Contra Costa \$466, to El Dorado \$268, to Ventura \$444. I do not give figures for every one of the fifty-seven counties. These I have given are typical. The least aid given by the State per schoolroom or teacher is to Alpine county, \$249; the greatest is to San Francisco, \$783; the average is \$457.

It may be a matter of some interest to know the rates of county school tax in the several counties. The law limits the rate to fifty cents a year on the one hundred dollars of taxable property in the county. Mono county raises the full limit, and a number come very close to it. I will not name the entire fifty-seven counties, but will give a typical list of their county school tax rate for the year 1904-5, exclusive of high school tax. Those who wish this information in full are referred to the recently issued Biennial Report of the Superintendent of Public Instruction for the two years ending June 30, 1904: Alameda 20c., Alpine 20c., Amador 32c., Calaveras 30c., Colusa 18c., El Dorado 35c., Fresno 24c., Kern 16c., Los Angeles 22c., Madera 30c., Marin 15c., Mariposa 47c., Mono 50c., Nevada 36c., Orange 28c., Plumas 33c., Riverside 23c., Sacramento 14c., San Benito 32c., San Bernardino and San Diego 25c., San Francisco 10c., Sierra 48c., Ventura 33c., Yolo 13c.

If it be fundamental that something near equal opportunities for education is the duty of the State to every child of the State, then we may well bestir ourselves for the discovery of a plan for apportioning the State school funds which will more nearly accomplish this fundamental purpose.

Until about 1879, school funds, both State and County, were apportioned to the districts by the County Superintendent altogether on the census basis. The first step toward rectifying this plan was taken about the year mentioned when, by law, the County Superintendent was directed to count a teacher for every 100 census children, or fraction of 100 not less than 15 children. He is now, and for many years past, has been required to determine the number of teachers to which every district is entitled by reckoning a teacher for every 70 census children, multiple of 70, or fraction of 70 not less than 20, and then giving \$500.00 for every teacher and distributing the balance on average daily attendance.

For this county plan in general I have no improvement to offer, save that for every child in the fraction less than twenty, \$25 instead of \$20 should be given, and thus stop the temptation to prevaricate and falsely report 20 children when there are but 18 or 19. The twentieth child,

under the present law, is worth \$120, while the 16th, 17th, 18th or 19th is worth but \$20. \$400 districts—those having less than 20 census children and more than ten, should be taken into full fellowship. A school district that may legally exist at all should be given enough money to maintain a respectable school. I am of the opinion that the number in average daily attendance for the year to avoid lapsing may properly be raised to 8 or 10, instead of 5 as at present. A school with but 5 or 6 children is either dying, or already dead.

But recurring to the distribution of State funds let me say that he who finds fault with any system, assaults and tears down, without endeavoring to build up or point a better way, may well be avoided. Having pointed out the unequal sums per teacher of State money, resulting from our present method of distributing this fund, I offer for consideration the following plan:

Let the State School Superintendent ascertain the number of teachers every county is entitled to, by a report to him of the County Superintendent showing such fact by application of the same rule which now governs the County Superintendent in determining the number of teachers for every district. The totals of the districts would be the totals for the county. Let the State Superintendent give to every county for every teacher assigned to it, by the rule which governs the County Superintendent, \$250.00 or \$300.00, and let the balance of the State fund be distributed to the counties according to their average daily attendance, as shown by report for the last preceding school year. The State money thus given to the county to be distributed along with the County school fund to the districts, under the rule which now guides the County Superintendent in making district apportionments, save and except the small changes herein recommended in reference to \$400 districts, and to the fraction of 70 less than 20.

I have figured this plan by supposing that \$300 and again that \$400, were given to the teacher, and the balance on daily average attendance. I have applied it to the State school apportionments of 1903 and 1904.

These are, so far, only thoughts and suggestions which I would bring to the council chamber to compare and consider with those that other educational friends may bring, to the end that a measure may be formulated and agreed upon, and the necessary legislation asked in order to correct the now very evident defective method of distributing State school moneys. My desire and recommendation is that the State add to the general school fund, over and above that which is now provided, enough money so that on the adoption of this proposed new plan of distribution no county will receive less State money than it is, under present

rule, receiving. But I must leave this matter to the wisdom of our lawmakers.

I have also under consideration a method which, by using a ratio on average daily attendance, the taking of the school census may be avoided. This plan has not been sufficiently elaborated, or worked out in detail, to determine fully its value, and hence is only mentioned as a possibility at the present time.

TEACHERS' SALARIES.

It is universally admitted—no further argument is needed to show—that the salaries of teachers all along the line should be increased. If I might judge by appearances there is not one before me but is worth, at least, \$250 a month, and entitled to a high school life diploma. This matter of better salaries is not of more concern to the teachers than it is to the schools. Good salaries may not always insure good teachers, but poor salaries may always be depended upon to be one of the most effective means for driving from the ranks the strong and competent, and for holding the weak and the poor. With the adoption of something like my proposed plan of apportionment of the State school fund most of the counties would be benefitted and could, without adding greater burdens than they are now sustaining, raise more school money by county, city or district tax.

IMPROVEMENT ON THE EDUCATIONAL SIDE.

All along the line we may discover chances for improvement in educational work, on the purely educational side as well as on the financial and business side. To improve the service and save time the great continental railroads are still reducing grades, cutting out curves and constructing new and better bridges. So in education, some things formerly useful have ceased to be so, because conditions of life have changed. Youth must carry forward into manhood a larger amount of exact knowledge and valuable training than formerly. Everything cannot be learned or taught. From the multiplicity of things presented we must select the most important, and teach them with more directness and less expenditure of time. Some things have not now, and never did, have a place in the course of study. We should scrutinize our courses of study and demand the reason for every item. Will it give ability and inclination to do something, and will it help to produce character to be something? These are the questions to be asked in testing the value of everything we attempt to teach. Primary teachers frequently flatter themselves that they are teaching phonics (sounds) when they are only

teaching diacritical marks. The fundamental principle of reading is thought-getting, not word-calling. By awakening thought we arouse aspiration, and aspiration fires the soul. Instead of having the child learn long lists of words which he will probably never again see, much less use, have him spell the words he uses, and have him learn the words by using them. Don't take the time necessary to teach all the children a thousand foreign words, because one child in a thousand may want to use them, but drill into all of the children the thousand words that every child will have need to know.

We are vainly trying to make literati of boys and girls in their teens before we have taught them how, and required them as a habit, to write a respectable letter of business or friendship. Business men come to me and say they would be glad to give employment to high school boys, but they find they cannot indite a business letter or put into correct figures and form an ordinary statement or account.

In History, the best of text-books, and the State is now probably publishing the best United States Histories, are chiefly works of reference. It is the teacher behind the text-book that makes it effective. The great movements of the country must be taught, the great actors that have made and those that are now making history must be introduced as acting, living men and women. The imagination and enthusiasm of the pupil must be awakened. The subject must be touched by an inspiring teacher. Who among you that have heard the lectures of Professor H. Morse Stephens has not been aroused with a new interest for the subject of History? Out of History must be drawn the lessons of civics, citizenship and patriotism. The emotions of the pupil must be stirred. Let me remark that the period and events of the civil war, the heroic deeds and achievements of men and of armies engaged in the most formidable contest that ever occurred upon the earth, may now be studied and drawn upon for lessons in patriotism and love of country as never heretofore.

Many things in mathematics are retained and taught out of the veneration for the dogma of fundamental discipline, but this dogma is now about abandoned by thinkers, and it is generally conceded by the best educators that a child may acquire as much power by learning the things which life will require him to know, and to do as he can by dulling his interest and blunting his faculties over those things which are useful only to the man in the moon.

Our new State Arithmetic is possibly the best Arithmetic ever published. I had a hand in compiling it. But it, too, in the main is a book of reference; it contains information and things useful in one business or another of almost every kind. Every child should know just where to turn to find any particular information of Arithmetic, but to study and teach even that good book from cover to cover, with emphasis upon every page, would be tedious and tasteless, if not otherwise profitless.

It does not contain all that is essential in Arithmetic, nor is all that it does contain of Arithmetic essential to every child. Children may be taught not merely to do certain problems containing business terms, but rather should they be taught the conditions of business that give rise to such terms. Along with the problems in commission, banking, interest, etc., if not instead of many such problems, the time may often, as profitably for the growth of the boy, be spent with him in study in an elementary form the economics of money, successful investments, sharing of business risks, and the relation of capital and labor.

So it is with the other subjects in the course of study—selection, adaptation, relation are good terms to govern the teacher. The chief value of technical grammar, as I see it, is in the language studies, and may fairly be left to the high school. All that is essential of formal grammar in the grammar school may be given in the last year, more use of language and less study of rules about it would be good policy in teaching. "Correct and ready use of language, in speech and in writing, results from expressing, under guidance, one's own thoughts in one's own way." Throughout school life the chief thing is to acquire or think thoughts to express. The expression of them comes as a natural sequence. "Out of the heart the mouth speaketh" is language wisdom centuries old. The polishing up as to manner and form and style of expression is the least of the difficulties. You give me all the thoughts requisite for a good paper, or speech, to be delivered before a teacher's association, and I'll not sit up late many nights worrying about how to express them.

With non-essentials eliminated, time saved where heretofore wasted, some things cast out that never had any right to a place in the course of study, we may find it profitable to introduce more industrial training, some work with tools in wood,—sawing, planing, cutting forms, pinning or nailing together, actually making things. I fail to appreciate the value of playing at making things, and, therefore, in whatever respect Sloyd work fails to have the child actually construct something, I question its value. But I disclaim authority to give expert opinions on manual training. I only feel that I know and can see that there is value in the hand and eye training that leads to the ability and to the desire to accomplish definite results. Just now there is widespread interest in agricultural pursuits. Farming is becoming one of the learned professions, and we are being asked if the schools may not properly be required to teach agriculture. Under what we have been denominating Nature Study may we not find time and teach some of the elements of agriculture, for instance: the growing of the common vegetables, potatoes, beans, celery, onions, tomatoes, melons, etc.? Varieties, the time of planting, the quality and condition of the soil, the methods of cultivation, including irrigation and drainage, the time and manner of harvesting and marketing seems to me to offer lines for interesting and useful study.

The common grains, such as corn, wheat, barley, rye and oats might be treated similarly, adding the geographical knowledge as to places in the State where these various products are best adapted. Many city children know but little of the source and the original forms of their daily food. Some study of familiar animals, their habits, mode of life, their sagacity and means of communication may always demand a portion of the child's school time. The cause of humane education might now and then claim some of the time and thought devoted to football.

The State's new series of Geography, particularly the Introductory book, is well calculated to aid the resourceful teacher in Nature Study, which is elementary agriculture.

What the cause of public education needs today, and what it has ever needed, and probably always will need, is big teachers, broad minded, level headed, humanity loving, God fearing teachers, teachers who can take the lead in school and out of it in doing and showing how to do things.

* * *

Extract from Gov. Geo. C. Pardee's Message to the Legislature, 1905

PUBLIC EDUCATION.

I think it is safe to say that there is no State in the Union that offers to its children any better educational advantages than does our State of California. Gauged by the monetary standard, California does much more for education than the average of her sister States. For, while all the States, including ours, pay, on the average, 16 per cent of the cost of their public-school system, California, to her credit be it said, pays about forty-five per cent of the cost of hers.

We had, in this State, in the last school year 407,398 children who ought to have been at school, as provided by law. In the public schools, however, there were but 298,520 enrolled. Of the remainder it is estimated that 37,226 attended the various private schools, leaving 71,652 California children who, for one reason or another, did not attend school at all. While this number is, by comparison with other States, by no means excessive, it is too large for California. And there ought to be some means devised to reduce it greatly. For it is to the decided interest of the State to see to it that its children shall all receive, as nearly as may be possible, at least a common-school education.

Looking toward this end, California has been very liberal toward education. Last year she spent from the State fund \$3,715,706 on the

primary and grammar schools. To the high schools she contributed \$232,386. To the five normal schools she gave \$289,798. The Institution for the Deaf, Dumb and Blind received \$68,528 of State money. And to the University was given \$621,363. Even the farmers' institutes received \$300 to educate their members. So that it will be seen that, first and last, the State paid out of its treasury last year the very respectable sum of \$4,930,781 for education. And when it is remembered that the average yearly income of the State from all sources is about \$10,000,000, it will be seen that nearly one-half thereof was spent last year for education.

The law provides that there shall be raised by taxation \$7 for every child of school age. Last year this required a tax levy of 17.8 cents per \$100 of assessed valuation throughout the State. On account of this law the State tax must be increased by \$120,799 this year over what it was last year, because there were 17,257 more children of school age last year than there were the year before. This will compel an increase of about 1 cent in the tax levy automatically fixed by law, providing the assessed valuation of State property shows no great increase. The University also receives, under the law, 2 cents on every \$10 of assessed valuation, and the high schools receive 11-2 cents on the \$100, making in all 22.3 cents on the \$100 required for education out of a total State tax rate averaging something over 50 cents on the \$100.

THE COMPENSATION OF TEACHERS.

It requires nearly 8000 teachers to carry on the primary and grammar schools of this State. And it is only with great difficulty that boards of education and school trustees are able to find enough teachers to supply their wants. There appears to be at least two reasons for this dearth of available teachers. In the first place, we require more preparation from teachers than we did a few years ago. This is a good thing, because, like doctors and lawyers, our school teachers should be well educated in their profession. The other reason for the dearth of teachers is that the pay offered them is not sufficient to induce very many persons to devote their lives to teaching. We cannot expect that men and women will spend years of time and large sums of money to prepare themselves for a profession in which it is possible for them to receive only meager salaries, without the possibility of increased pay as experience and devotion in other walks of life provide. Therefore, our young men especially do not become teachers, and our young women, in too many instances, look upon teaching as an expedient which will enable them to live until something more alluring calls them from the school-room.

In line with this there is a widespread discussion among teachers and those who are non-professionally interested in education looking toward

an increase in teachers' salaries. To do this it is proposed by some to raise the State school census per capita from \$7 to \$9. As there were last year, as before stated, 407,398 census children in the State, this raise of \$2 per child would call for an increase in the State taxes of \$814,796 per annum for the next two years (involving an increase of about 5 cents in the annual tax levy)—a sum altogether too great to raise by State taxation under present conditions, and the demand for which would not be so pressing if the State school fund were distributed in such a manner as to do the greatest possible good.

DISTRIBUTION OF STATE AID.

This brings me to another matter connected with the salaries of our school teachers, to which during the past year I have given considerable attention, and that is the manner in which, under our present law, the State money is distributed to the teachers. I find, for instance, that last year the teachers of Alpine county each received \$249 of the State's money, and that the teachers of San Francisco each received \$783 from the State Treasury, while between these two limits the State's money was distributed in varying amounts to the teachers in the various counties, those of no two counties receiving the same amounts. As a result of this I found also that in addition to the State school fund tax, which all counties pay alike, the counties were compelled to tax themselves at rates varying from 62-5 cents to 50 cents on the \$100 to sustain the county end of the school burden. And it appears, too, that in several instances the poorest counties are compelled to tax themselves the heaviest to raise county school funds. Mono county, for instance, is compelled to put on a county school tax of 50 cents per \$100, the limit allowed by law, to raise in addition to what the State gives her enough money to carry on her public schools. San Francisco, however, on the other hand, had to impose only 62-5-cent county tax rate to add to the money she received from the State.

So we have these rather anomalous conditions: First, the poorer and more sparsely settled counties of the State, as a rule, get less of the State's money per teacher than do the rich and thickly settled counties, the amount varying between \$249 in Alpine county and \$783 in San Francisco; second, we find that the poor and sparsely settled counties have to pay, in common with all the other counties, a fixed tax into the State Treasury; last year this tax was 17 4-5 cents per \$100 assessed valuation. In addition to that, the poor counties have to raise relatively very large county funds to eke out the school money they receive from

the State. Mono county, for instance, paid 67 4-5 cents last year to support the schools, while San Francisco paid but 24 1-5 cents; and the school expenses of the different counties varied between these two extremes.

There are many other and equally curious inequalities in the manner in which, under our present law, the State money is distributed to the counties. But the preceding are fair samples of the others, and I will not give any more of them.

These inequalities are the result of the manner in which the law provides the State money shall be distributed to the counties. Therefore, I think the law ought to be changed so that the State money shall be distributed more equitably. It does not appear to me to be exactly fair that Alameda county, for instance, should receive \$579 per teacher of the State's money while Alpine should receive from the same source but \$249 per teacher, El Dorado \$268, Inyo \$275, Lake \$311, Lassen \$299, San Diego \$293, Plumas \$288, and Mariposa \$310.

It seems to me, therefore, and so I recommend to the Legislature, that there ought to be a complete revision of the method whereby the State's school money is distributed to the counties, to the end that a more equitable division thereof may be made.

NORMAL SCHOOLS.

In spite of the fact (more probably by reason of it) that the requirements for admission to and graduation from the Normal schools have been raised during the past two years, the number of graduates therefrom has not decreased. On the other hand, however, the teachers graduated from the Normal schools have improved in efficiency and capability, both of which qualities are greatly to be desired. And it is to be hoped that, before many years, the Normal schools will be, like the various schools of medicine, law and theology, strictly professional schools, in which only the theory and practice, and subjects closely allied thereto, of the profession of teaching shall be taught, leaving matters of general culture to the public schools, the high schools and the universities.

THE UNIVERSITY.

In free higher, or university, education California is not second to any State in the Union. With 2400 undergraduates at Berkeley, and with schools of medicine, art, law, dentistry, veterinary medicine, the great Lick Observatory and the Wilmerding School of Mechanical Arts so closely affiliated with it as to be practically, if not quite, parts of it, our State University takes rank among the greatest universities of the United States.

Leland Stanford Junior University is, next to our State University, also the object of our State educational pride. And, taken together, these

two great institutions of learning place California in the front rank of States which foster the higher education.

The University of California gives to every aspiring, ambitious, determined young man or young woman, rich and poor alike, the opportunity to acquire an education which will benefit not only him or her, but also the State. And I think it may be safely stated that the State derives its greatest benefit and return from the money it invests in the University from those students whose pecuniary means would not allow them to graduate from it were it not a free institution. In fact, I have in mind a classmate of mine who worked his way through the University, and, by means of the free education he there received, was enabled to perfect certain mining processes which in themselves have saved to the State of California many times the whole cost of the University.

It is to be hoped that the people of the State will continue to have that love for the University of which they are now possessed. And it is also to be hoped that the University will, in its turn, not forget that it owes everything to the State, and that it will continue to earn and deserve the good will of the people who so cheerfully support it.

* * *

State Text-Book Committee

SACRAMENTO, CAL., January 7, 1905.

HARR WAGNER,

Editor *Western Journal of Education*,

San Francioco, Cal.

Dear Sir:—

At a meeting of the State Text-Book Committee held December 13th, 1904, the Cyr Primer, and the First, Second, Third and Fourth Readers of the Cyr Five-Book Series were duly adopted as the basis of a series of readers for the common schools of the State.

In addition, the following were adopted as supplementary to the regular texts above mentioned: The New Education Readers, The Rational (or Ward) Method in Reading, The Comprehensive (or Gordon) Method of Teaching Reading, Stepping Stones to Literature, The Heath Readers, Baldwins Readers, The Culture Readers, and the Morse Readers.

Respectfully yours,

J. H. STRINE,

Secretary State Text-Book Committee.

The Southern California Teachers' Association

The days preceding Christmas are notable in educational circles, in Southern California. Each year the teachers institutes and the larger meeting of the Southern Association are held. This year President Geo. L. Sackett prepared a notable program, and the men and women secured delivered lectures in Ventura, Los Angeles, San Bernardino, and other counties. The long catalog of notable names include C. B. Gilbert, of New York; Sarah L. Arnold, of Boston; Dr. Frederic Burk, Dr. F. B. Dresslar, Prof. D. S. Snedden, D. R. Augsburg and W. G. Hartfrant of Seattle. The list also included men and women of Southern California who would be notable as educational leaders anywhere. The institutes of Los Angeles County, Los Angeles City, Ventura, San Bernardino and Riverside were up to high water mark. The inspiration received at the institute led the teachers to attend the large central meeting of the Southern Association. The departments of High School, Grammar }Grades, Primary Grades, Kindergarten and First Grade, Rural Schools, Supervising Principals, Child Study, Art, Physical Culture and Council of Education were all well represented. The Round Tables on Reading, Language, Arithmetic, Geography, History, Music, Spelling and Penmanship, and and Nature Study, were of more than usual interest. The Ellis Club furnished special music.

The general program furnished Thomas J. Kirk an opportunity to present the current educational problems that face us all along the line. And Dr. Frederic Burk gave several talks that were decidedly new and were the cause of much discussion among the teachers.

The officers elected for the ensuing year are as follows:

President James D. Graham, Pasadena; first vice President, C. T. Meredith, San Diego; second vice President, Alice M. Frazier, Santa Ana; recording secretary, W. A. Ellis, Los Angeles; financial Secretary, Melvin Neal, Long Beach; transportation secretary, J. J. Morgan, Long Beach; treasurer. T. J. Phillips, Los Angeles.

Resolutions of appreciation for the treatment accorded the teachers and for the address delivered before the association were

passed and the retiring officers were thanked for their efficient services. The bill which will be introduced before the Legislature providing for a bureau of nature study was introduced.

Teachers were urged to keep before the public the necessity of more regard for the physical health of the children, and the Los Angeles system of physical supervision was commended and its extension favored.

The adoption of a free text book system was favored in resolutions, and the publishers were asked to bind and print text books better.

* * *

BOOK NOTES

The Musician's Library published by Oliver Ditson Company, Boston, Mass., has many special features. It is an ideal series to all lovers of good music. The volumes represent the masterpieces of music. Each volume has a portrait of the composer, and a critical introduction. The music is printed on specially made paper. Among the notable books are fifty Master songs, Robert Schumann, fifty songs; Hungarian Rhapsodies. Price, \$1.50 each volume. Post paid, cloth gilt, \$2.50.

An Angel by Brevet, by Helen Pitken, is a new story of modern New Orleans, published by J. B. Lippincott Co. Price, \$1.50. The writer of this volume is a charming young newspaper woman. A few years ago her portrait appeared labeled as the most beautiful woman of New Orleans.

Miss Pitkin writes entertainingly of Creole Society, Voudouism, etc. She uses the language of the Negroes, the Griffers and Creoles very fluently.

C. S. Aiken, the editor of the *Sunset*, has arranged a series of articles on the school system of California, by May L. Cheney. The *Sunset Magazine* is one of the best magazines for local State work there is. You can secure a sample copy by sending ten cents to J. A. Horsburg, Jr., Southern Pacific Co., Merchants' Exchange

Building, San Francisco. Mention Western Journal of Education.

The Palmer Company, 50 Bromfield St., Boston, is branching out as book publishers. Recent volumes that will interest school masters are John Adams and Daniel Webster as school masters. Ezekiel Cheever, school master. Price, \$1.00 each and the following Outlines of statistics of college English by Maud Elma Kingsley:

Twenty-two studies exceedingly helpful to all students of the authors named, whether in the schools, colleges, literary and women's clubs or as private readers. Commended by leading teachers of English. 15 cents each; discount of 10 per cent in quantities.

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| 3. Julius Cæsar | 15. Burke's Speech on Conciliation |
| 4. The Merchant of Venice | 16. Macaulay's Essay on Milton |
| 5. The Vicar of Wakefield | 17. Macaulay's Essay on Addison |
| 6. The Ancient Mariner | 18. Macaulay's Life of Johnson |
| 7. Ivanhoe | 19. Irving's Life of Goldsmith |
| 8. Carlyle's Essay on Burns | 20. Lady of the Lake |
| 9. The Princess | 21. Idylls of the King |
| 10. The Vision of Sir Launfal | 22. Connecting Links for the College English |
| 11. Macbeth | |
| 12. L'Allegro and Il Penseroso | |

* * *

Western School News

MEETINGS

National Education Association, Asbury Park and Ocean Grove, N. J., July 3-7, 1905. William H. Maxwell, New York, President; Irwin Shepard, Secretary, Winona, Minn.

Department of Superintendence, Milwaukee, Wis., Feb. 28, Mar. 1, 2, 1905. E. G. Cooley, President.

California State Teachers' Association, Berkeley, Cal., last week in Dec. James A. Barr Stockton, President; Mrs. M. M.

FitzGerald, 1627 Folsom Street, San Francisco. Secretary.

Northern California Teachers' Association, Red Bluff. (Time of meeting not fixed.) J. D. Sweeney, Red Bluff, President.

Southern California Teachers' Association, Los Angeles, Cal. Week before Dec. 25th. President, J. D. Graham; Miss Alice Prazier, Santa Ana, Secretary.

NOTES

Meeting of State Board of Education

The State Board of Education will meet in Sacramento, 10 A. M., Thursday, January 19th.

THOMAS J. KIRK,
Secretary of Board.

Supt. Geo. L. Sackett, the retiring President of the Southern California Teachers' Association, was presented with an elegant silver "Loving Cup," by the teachers of Ventura County.

Bunde & Upmeyer Co., of 7 and 9 Wisconsin St., Milwaukee, Wisconsin, make a specialty of class pins. The firm does high-grade work at low prices. Write to this firm for catalogue of designs. We know they are reliable and so recommend the firm.

James Slaven has resigned the principalship of the San Juan School, in order to take up his duties as member of the Assembly, at Sacramento, Cal.

Los Angeles City will hold a special election, Jan. 17th, to vote School Bonds. Amount, \$520,000.

Hugh J. Baldwin, has arranged with Supt. Thomas J. Kirk and Edward Hyatt to take part in a local institute, in Imperial, San Diego County.

South Pasadena has voted to establish a high school.

Fresno County will have the annual institute, Feb. 28 and March 1 and 2.

Calaveras County has voted to establish a County High School. The school is to be located at San Andreas.

The people of Angels have determined to establish Union District High School.

The teachers of Riverside County, at the annual institute, presented Edward Hyatt a handsome chair, as a token of esteem.

Supt. Minnie Coulter of Sonoma County has issued the following to the teachers of her County:

If you have not already done so, I wish you would read carefully the article by David S. Snedden on the teaching of history in the *Western Journal of Education* for September, 1904. The Journal should be in every school library in the country. It has been paid for and is supposed to be kept on file in the school house.

So far as seems practicable the next Teachers' Institute will be devoted to the consideration of "How and what to teach in teaching history in the public schools!"

There is a scarcity of teachers in Arizona.

C. A. DuFour, of Ferndale Union High School, has resigned.

There is great activity among the teachers of Santa Clara County. The most recent organization is a local Teachers' Reading Club.

There is a well organized effort to establish a training school in connection with the department of education of the University of California. A bill will be introduced to this end in the legislature this year.

City Supt. A. C. Barker of Eureka published an extended account of the schools in the Humboldt *Times* Jubilee edition.

Prof. David S. Snedden has been elected to a position of lecturer in the State Normal School at San Jose. Prof. Bullock, Miss Bell Mackenzie, and Prof. Bennett have been given leave of absence.

Are YOU Qualified to Teach?

President David Felmley of the State Normal University, Normal, Illinois, says that but *six per cent.* of the teachers of Illinois are normal school graduates, and not more than twenty per cent. have had as much as six weeks' normal training. The statistics of other states are similar. It is therefore evident why trained teachers are eagerly sought and why the supply is very short of the demand.

How to Prepare Yourself

We advise this to the ninety-four per cent. who lack thorough normal training: Go to your state normal school if you can; if you cannot, take up work at once in our Normal Department. This school offers the best individual instruction in twenty-two normal branches. While correspondence instruction cannot offer the benefits which come from direct personal contact of teacher and pupil, yet it has advantages over attendance work:

FIRST:—The instruction is individual.

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THIRD:—He recites it all in Writing.

FOURTH:—It costs less, because of saving in living expenses.

The fact that only six per cent. of public school teachers are graduates of normal schools is strong evidence of the great need of correspondence instruction for the ninety-four per cent. who are not able to attend residence schools.

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If you want a good aid, including solutions to all the problems in new State Arithmetic send for copy of "Solutions to Problems of new State Arithmetic." Price \$1.00 Published by The Whitaker & Ray Co.

Howard Malcom Tieknor, of Boston, formerly a member of the faculty of Harvard, has come to California and has connected himself with the Jenne Morrow Long College of Voice and Culture, 2152 Sutter Street, San Francisco. Prof. Tieknor will be available for lectures before clubs, teacher institutes, etc.

Supt. R. H. Dunn held his institute, this year, at Gridley. The speakers were Dr. C. C. Van Liew, Frank J. Browne and local teachers. The session was enjoyable and profitable.

INSTITUTES

MADERA COUNTY INSTITUTE

The Madera County Institute convened Dec. 20, at 10 o'clock, in the Madera Superior Court room.

A most active and interesting session was held, everything gained therefrom being very practical and of vital interest to the teachers.

The institute was especially fortunate in securing good speakers. After a few words of welcome by County Superintendent, Miss Estelle Bagnelle, Mr. Wood of San Jose Normal addressed the teachers on the subject of nature study.

During the second day's session, Mrs. Ada Caldwell, Supervisor of Drawing in the Alameda Schools, spoke to the teachers on that subject.

On the third day, Mr. F. F. Bunker, of the San Francisco State Normal, gave a very interesting talk on the subject of Geography.

Institute closed for the year, all having obtained many new ideas to carry back with them to the various schools of the county.

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March 1905

SPECIAL NUMBER

CONTAINING THE PROCEEDINGS OF THE

California Teachers' Association

CONTENTS

	PAGE
EDITORIAL	145
Who are the Enemies of Education?—The Odds in Favor of the Educated Man—Do We Expect too Much from the Schools?—The work of one School Superintendent—Plans for the next Summer School—Plans for the N. E. A.	
OFFICERS AND COMMITTEES 1904-05	157
THE CONSTITUTION OF THE C. T. A.	159
GENERAL SESSIONS	162
Address of Welcome—Hon. G. D. Worswick; President's Annual Address—Charles L. Biedenbach; Address of P. F. Gosbey—Gov. Pardee's Address—Synopsis of Report of Committee of Seven of the California Teachers' Association on Revenues and Salaries—Report of Lectures of Jacob Riis, (Page 301.)	
COUNCIL OF EDUCATION	173
Reports—Minutes—Professional Ethics—C. C. Van Liew; Reading Course—Kate Ames; The County Institute—E. M. Cox.	
COUNTY BOARD OF EDUCATION ORGANIZATION	199
Reports—Minutes, etc.	
HIGH SCHOOL TEACHERS' ASSOCIATION	207
Professional Ethics—J. C. Christensen; The School a Social Center—L. B. Bridgman; An Inveterate Error—Dr. E. C. Moore; The High School as a Training School for Citizenship—H. Lee; New York City Organization for Better Salaries—Mary A. Prag.	

MANUAL TRAINING AND DRAWING TEACHERS' ASSOCIATION	26
What Monterey is Doing—C. H. Meeker; Some Drawing Problems—Miss Shirley Charles; Color Teaching—Miss Nina Davenport; Manual Training in the San Jose Normal School—E. R. Snyder; Drawing in the San Jose Normal School—Miss Enid Kinney; Map Making—W. J. Kenyon; Some Recent Models in Manual Training—Olcott Haskell; The Drawing Course Approved by the State of Massachusetts—A. B. Clark; Conditions of Developing Special Teachers of Drawing and Manual Training in Every School—David S. Snedden.	
MUSIC SECTION	27
Musical Rhythm from the Child's Standpoint—Gertrude Parsons.	
PACIFIC COAST ASSOCIATION OF CHEMISTRY AND PHYSICS TEACHERS	28
Semi-Annual Meeting—The Relation of the Laboratory to the Recitation—P. T. Tompkins; An Opposite Opinion—W. O. Smith; From the Chemistry Standpoint—H. F. Sheldon.	
PROCEEDINGS OF THE CALIFORNIA HIGH SCHOOL ASSOCIATION. <i>A. E. Shumate.</i>	29
SECRETARY'S REPORT	306
Mrs. M. M. FitzGerald.	
TREASURER'S REPORT	314
Philip Prior.	
COUNCIL OF EDUCATION	314
MEMBERS OF THE CALIFORNIA TEACHERS' ASSOCIATION	316
BOOKS AND MAGAZINES	328
Some Forceful Sayings—How to Tell What Not to Teach—The University Must Train the High School Teachers—Rural School Supervision—History and the Work of History Teachers—Why We Must Have More Money—The Quantitative Study of Education—The Teachers' Hand Book in Geography.	
OFFICIAL DEPARTMENT. <i>Thomas. J. Kirk, Superintendent of Public Instruction</i>	340
The New Apportionment Law—Exhibit of State School Fund Under New Apportionment Law—The Election of School Trustees.	
WESTERN SCHOOL NEWS	346
ADVERTISEMENTS	

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The Western Journal of Education

MARCH, 1905

EDITORIAL

The teachers of today have much to be thankful for. They belong to a calling whose work is wellnigh everywhere held in esteem. They are the representatives of a specially favored institution. There was a time, not very long ago, when the activity of the politician seriously threatened the welfare of the schools. Jobs of every sort, he said, are party spoils with which to pay off personal and political debts. Teachers were appointed for "personal reasons," "for the good of the administration," sometimes even for the good of the pocket-book of the appointing agent. Thank God, that time has almost passed. It is only in backward communities that the politician is allowed to run the schools. There is no better evidence of the genuine growth of education than the fact that public opinion resists the use of political methods in school administration, more strongly year by year. We are far from being out of the woods yet, but the time is coming, and perhaps men and women of our generation will live to see it, when the word "politician" will have a new and better significance in American communities. The civic conscience is at all times as strong as the private conscience; it needs only to be informed. A number of agencies are busy educating it in regard to public service, and the signs of the times point to the beginning of a civic era, in which the political eccentricities and by-products of a commercial age will be pruned away.

Even now, the attitude of the legislators toward the schools leaves little to be desired. As a body they are firm friends of education, willing, even, to raise the tax rate of the State for

**Who are the
Enemies of
Education?**

school purposes, if they can be shown that the need for more money is imperative. The taxpayers, too, are the firm friends of popular education. It was not always thus, and the imagination is fertile indeed that can grasp the real significance of their marvelous change of attitude. Speaking to the teachers of his own State recently, President Bryan said: "Fifty years ago 85 per cent. of the counties in Indiana were opposed to free public schools." The same thing might be said of almost any State in the Union. Behold how far we have come in a little time! The future of education is practically in the hands of the teachers. It is no longer necessary to fight for the introduction of schools; that has all been done, and a hard fight it was, too, with far more to discourage the pioneer teachers who waged it, than those who have entered into their labors shall ever know. They made the school system, their successors must keep it by building it as strong in every part as steady work and the condition of knowledge will allow. Education has nothing to fear from outside influences. Such foes as it has are of its own household. Teachers who are engaged in it but do not work at it are its most dangerous enemies. Few fail to perform the perfunctory service of school keeping, but the sense of belonging to a profession and of performing a work essential to the wellbeing of the community, is sometimes absent. And whenever it is absent the community is getting less than it expected, for no matter what its spokesmen may say about the school, it expects the teacher to be enthusiastic over it and to make its patrons enthusiastic also. The indifferent teacher who is in no sense a champion of the cause of education, is its enemy in the schoolroom, in the community, in the institute, in short, wherever he assumes to represent it. It makes no difference what the salary may be, or what particular discouragements may be cited to account for slothfulness in business and the absence of fervency of spirit, it is not unfair to demand that the teacher shall like his work. It is assuredly true that he who putteth his hand to the plow and turneth back is not fit for the teacher's kingdom. There are certain other conditions that are at enmity with educational progress. We have as yet no means for getting together and threshing out the serious questions of legislation and educational policy that call for united action on the part of the professional body. We have three large associations

and each one is sub-divided into several departments. The important questions affecting the schools are usually discussed by each of these bodies. That is well, but what is not well is that there is no body made up of delegates, or otherwise, whose duty it is to work over the conclusions which these separate associations and departments arrive at, and, having harmonized them, to present them to the public as the expert judgment of the teachers of the State. The High School teachers reach one conclusion, the Council of Education another, the Resolutions Committee still another; the Association votes but does not know what it is voting upon; resolutions are adopted, but usually they are never heard of again; the Legislature assembles, and each schoolman with a hobby, and sometimes even without one, but claiming to represent educational opinion, clamors for the ear of the lawmakers; and very bedlam is let loose, much to the discredit of the teachers. This sort of thing happens in other States also. State Superintendent Lefevre, of Texas, says of it: "The Legislature would not be to blame for failure to do anything, or for disorganizing enactments, if schoolmen overwhelm them with a confused clamor of demands. The matter of education is indeed the most important with which the statesmen of a true democracy have to deal; but there are other affairs in the complex business of the commonwealth to which the Legislature must give attention, and it behooves schoolmen to bring only well weighed and wisely restrained proposals before our lawmakers."

California is suffering not a little from school legislation that was not well weighed by the schoolmasters who fought for it. The Legislature has just been edified by a campaign on the part of some of them for a special share in the State tax, as a right of "specially favored communities." Men who work at cross purposes will not work to advantage. Is it not possible in some way to organize a representative educational body whose duty it shall be to bring order out of chaos in these matters, to work out, if need be, majority and minority reports, but above all, to present to the public the carefully weighed results of deliberation on the part of the teaching profession?

In a recent issue of the *Electrical Review* there appeared an interesting diagram showing the value of a good technical education to the American youth. Almost simultaneously a reliable educational expert in England published some telling figures. An uneducated child, in this age of competition, has one chance in 150,000 of attaining distinction as a factor in the progress of the age. A common school education increases his chance about four times; an education at a high school gives the child eighty-three times the chance of his less fortunate and uneducated rival in the battle of life. A college education increases the chance of the high school boy nine times, thus giving him eight hundred times the chance of the untrained. So much for the general chances of success in the various walks of life.

The Odds in Favor of the Educated Man

There is a common superstition among people who have but little to do with educational affairs that "genius will always shine," and that, whatever the obstacles placed in the path of the really clever youths, they will always of themselves forge ahead. But there never was a greater fallacy. Genius and even cleverness is a hot-house plant that requires culture and protection. It can seldom survive a struggle for the bare necessities of life. The drain of an active mentality, if insufficiently supported by careful attention to the body, will tell a sad and pitiful story, and oftentimes a bright lad loses the chance of his lifetime because his people cannot afford to keep him at college. Here is a case in point. At a certain university in Great Britain there were two engineering students. They worked side by side for two years: A was first of his year in many subjects; B was always second, except in the few subjects in which he proved that he was a better student than A. At the end of the two years' arduous, but never irksome work, both A and B came with long faces to the lecturer, and told him that they must both go out into the world and earn their own living. But the lecturer was sad, for he saw in these two engineers-that-were-to-be two good men, and he told the pitiful story to his chief, who was also sorry, but did not quite see what to do. Now the lecturer consulted his fellow lecturers and demonstrators, all of whom were earning, perhaps, one-fifth of the salary of the Professor. But, although they,

too, were immersed in research work, yet they were very sympathetic with those who struggled hard to learn, for their own paths had been none too smooth. And so these few put aside, maybe, one-tenth of their yearly income in order that the fees of either A or B for a third year might be paid. And they argued it out at length that B, who was less clever than A, should have the advantage. And they obtained for A a post at 30 shillings a week after his two years' training at a university and his two years' shop experience, and in four years A is worth about double that salary; so says his employer. But that same employer had B to work for him (after his three years at a university) on higher-class work, such as testing; and B has done splendidly, earning at present more than twice A's salary. For the employer selected B because of his greater knowledge.

There is a still sadder aspect. A is compelled to do routine work; B has full scope for his originality. They have taken two different paths now; A will never catch up with B. And yet A went to evening technical schools—he tells me that he used to almost fall asleep sometimes—and has honestly done his best. Few people connect the sudden rise of Japan with such a secondary subject as education. But that famous statesman, the Marquis Ito, says that the success of the fleet and the army has been almost entirely due to the college which he was instrumental in founding some years ago in Japan. It is now the University of Tokio. Even our own Admiralty acknowledge that it is upon the mechanical training of the officers and men, rather than the number of ships, that the efficiency of the navy depends. Napoleon used to say: "In war men are nothing—a man is everything," and we all know of his ceaseless training in military affairs. In an engineering works the trained man is everything—the other men are machines.*

* Reprinted from the London *Educational Times* where it is reproduced from the *Electrical Review*.

“The advocate of secular schools,” says President Hadley, “believes that good teaching will itself make good citizens. He holds that a large part of our vice is the result of ignorance; and that if you remove the ignorance you will do away with the vice. He believes poverty and shiftlessness to be so largely due to want of knowledge that if you provide the knowledge you will do away with most of the shiftlessness and the poverty. But though you can thus remove some of the moral evils under which we suffer, you cannot by so simple a means remove them all, nor even the major part of them. The root of lawlessness lies deeper than the mere ignorance of consequences. The chief source of crime is moral perverseness rather than mental deficiency. The improvement due to the removal of illiteracy amounts to something; but it does not amount to so much as we should like to see or as was promised by the early advocates of our public school system.” There is some truth in these statements, but just enough to make them dangerous. We no longer believe that the ability to read and to write insures its possessor against crime, poverty or shiftlessness, but we do not rely less firmly upon education today that the early advocates of our public school system did. We differ from them in that we have learned that their definition of education was inadequate, and we seek to remedy the defects of insufficient education by more education. It is to the richer phases of the course of study rather than to its earlier formal years that we look for the knowledge which will protect the nation against crime, poverty and shiftlessness, and to them we do not look in vain. President Hadley echoes a popular saying when he declares that crime is due to moral perverseness rather than mental deficiency. No competent criminologist would bear him out in that statement. Mr. Brockway, whose experience at Elmire enables him to speak with authority, says that of the thousands of young men who came under his care, fully 65 per cent were practically illiterate. He found that they were as unable as they were unwilling to live honestly, and he set about making them both able and willing by teaching them. Today it is practically everywhere recognized that the only successful method of treating criminals is the reformatory or educational method, but no reformatory relies greatly upon the narrower school course of the past.

**Do We
Expect too
Much from
the School?**

Elmira has an academic course from which about 80 per cent of its inmates graduate. It teaches them the substance of knowledge, it habituates them to right methods of thought and action, it supplies them with vital and practical ideals and in addition it teaches each of them the elements of a trade, so that they can earn an honest living when they get out. And when they do get out, criminals though they were, 80 per cent of them are reformed to the extent of obeying the laws which they formerly disregarded. The way to prevent a youth from needing the training in a reformatory is to provide it for him before his acts send him there; that is, we still must rely upon education, as the founders of our public school system declared, to prevent the growth of crime in the State. The conclusions of charity workers with regard to poverty and shiftlessness are not different. Among the needy, as among criminals, there is a small class of mental defectives who cannot be improved by any method and must in a well regulated society be confined in asylums; but for the others, the great majority of the impoverished, education is almost our only remedy. Roughly speaking, the poor may be divided into two classes, the unemployed and the unemployable. The unemployed are poor because they are untrained to the work which awaits them, or because society itself is as yet too untrained to give them a fair opportunity to work. Education, then, must still be regarded as the chief remedy for both these conditions. The unemployable class, too, is made up of people who, because of lack of salable skill, have never been able to take root in any occupation and have therefore lost their grip early in life. A better system of education should do something to prevent this; education, too, will cure such diseases of the sick as are curable and knowledge will enable the community quickly to repair such ills as are due to misfortune. Education cannot remove all the evils from which we suffer, but it can remove more than the major part of them; it can remove almost all. We have a right to as strong a faith in it as the choice spirits among our fore-fathers had. To properly administer its estate we must have just such a faith. But we quite agree with President Hadley that "three things are necessary to a perfect system of education: The teaching of facts and principles; the training of habits of accuracy, the development of ideals."

We want to call attention to the School Manual which has just been issued by the Superintendent of Riverside County. As a report of the work which is being done there, it is worth consulting for several reasons. In the first place, it is addressed not to the teachers, but to the people of the county, to teach them what the modern school is driving at and to make them active partners in its affairs. And what does it tell the taxpayers, parents and school officers about the schools? That forty per cent of all deaths in the world are caused by breathing impure air and that it is an intolerable shame upon civilization for little children to grow dull, listless, glassy-eyed, hectic-cheeked, diseased, for lack of the air that is kept away from them by only the thickness of a window pane. To get rid of the deadly school-room smell means must be provided, and the means are suggested. Any money is well spent that helps a boy to become larger, deeper lunged, more active, tough and hearty; or that makes a girl less listless, more elastic, less morbid, more bright eyed, bounding and strong. To this end simply furnished play grounds and tidy and clean and inviting school yards are essential, and teachers who encourage and take part in the sports and games. The school and its surroundings should be an object lesson to the whole neighborhood. Thousands of children cannot see neatness at home; but our laws give money to school trustees so that all children may come in contact with it at the school. The schools must not make slatterns of the next generation of housekeepers, or shiftless trash of the coming home-builders. One of the great questions of the educational world nowadays is that of consolidating small, weak districts into large ones and transporting the children who live at a distance at public expense. Its advantages are economy and efficiency. The old school houses are abandoned as old machinery too unprofitable to operate. The weak schools are dying day by day and have a deadly effect upon the children of the community. They can be made into strong schools and money can be saved by doing so. The lighting of schools is a grave problem. Probably a bushel of eyes are ruined every year by the schoolhouses of California. Carelessness which is nearly or altogether criminal is the

**The Work of
One School
Superin-
tendent**

sole cause of this condition. Schoolhouses which ruin eyes need not be built and they must not be built.

There are more than a score of pages in this *Manual* which we should like to reproduce, entire; indeed, if we were free to consult our inclinations we would reproduce it all and send it to every district in the State. Especially commendable is the aid which Superintendent Hyatt has rendered in the teaching of local geography by preparing and distributing an excellent map and table of statistics of the county over whose schools he presides. The school system of Riverside County is guided in the democratic spirit; the teachers are not hampered by detailed instructions; instead they are left free to accomplish the required results in their own way; but the standard is high and the assistance which the Superintendent gives them might well serve as a model for principals and superintendents throughout the country.

* * *

The summer school, as we have repeatedly stated in these columns, is no longer an experiment. It has come to stay. Its worth has been proven. It is distinctly a going concern. Its student body is larger each year and in some ways its work is superior to that of the regular winter terms. Its greatest advantage, perhaps, is the fact that it puts higher instruction practically at the door of everyone. Its students come from all sections of the country and from many different occupations, and, having once entered, most of them come back year after year to attend its classes. Its value to teachers is beyond estimation. It is today the most important of all the agencies which are working for the improvement of the schools. Very successful sessions were conducted last year at Berkeley and at San Jose. The University of California and the State Normal School at San Jose are both making elaborate plans for the sessions to be held this year. The school at Berkeley will be in session from June 26th to August 5th. As in the past its faculty will be made up of representative scholars from the leading institutions of the world. In general the character of its courses will be the same as

**Plans for
the Next
Summer
School**

the past, but in one respect it is making a great innovation—it is for the first time offering instruction in the very subjects which they teach to all the teachers of the State. Courses will be given by able specialists in Arithmetic, Geography, English, Nature Study, Reading, U. S. History, Algebra, Geometry, Latin, Greek, History, Literature and Science. The purpose of these courses is primarily to teach the subject matter of these different branches, secondarily, to give instruction in methods of teaching them. Thus work has been provided to meet the wants of primary, grammar and high school teachers. They may spend all their time in acquiring a larger knowledge of the subjects which they teach, or may spend a part of their time upon them and the rest in other courses of a general culture character, or they may spend all their time in the latter sort of work alone. Hitherto only about one-third of the students who enrolled have been teachers. The University has determined to be of service to a much larger number of them this year. There were 8,652 of them engaged in public school work last year. There should be at least 2,000 of them in the coming summer school. The University is a State institution, the teachers have a right there and are urged to come; it invites the hearty co-operation of the educational officers of the State in making its work of as much use as possible to the schools of the State.

* * *

A meeting which has just been held in Chicago, is a comparatively new departure in the history of the National Educational Association. It was a meeting of the general president and secretary of the N. E. A. with its department presidents, for the purpose of talking over and maturing plans for the next convention, to be held the first week in July at Asbury Park, N. Y., and especially for the purpose of comparing and adjusting programs. The idea was conceived some years ago by Secretary of the N. E. A., Irwin Shepard, but first inaugurated by President Eliot of Harvard University two years ago, before the meeting at Boston. That

**Plans for
the N. E. A.**

meeting was for size and excellence the best for many years past. The attendance was about 35,000. Superintendent William H. Maxwell, of the schools of New York City, present President of the N. E. A., declares that his meeting must surpass that at Boston, not only in program, but also in numbers, and reach 40,000 at least.

It is going to be a great opportunity for Pacific Coast people to get a cheap trip East, whether they are teachers or not, for the round trip rate will be open to all. Asbury Park lies close to New York City and the center of Eastern interests.

There are some matters of general interest in the proposed programs, which also indicate the trend of current educational thought. For example, the subject of teachers' salaries, the need of their increase, and the professional standing of teachers will be discussed by Dr. Wm. T. Harris, United States Commissioner of Education. Professor Skiff will discuss the "Utility of Educational Museums"; Andrew S. Draper of New York, and Carroll D. Wright of the United States Labor Bureau, will discuss "Child Labor and Compulsory Education." These, together with some expositions of manual and technical education and of the problem of trade schools, constitute most of the main features on the general program.

President Roosevelt will be present Friday and address the general convention, the first event of this kind in the history of the N. E. A.

Secret societies in secondary schools, in certain quarters (California as well as elsewhere) a very troublesome issue, manual and industrial training, the instruction of foreigners in English in our large sea-board cities, legislation in behalf of good school architecture, the duty of universities in the training of secondary teachers, represent some of the other topics which are also matters of interest to the people at large, and give evidence that American teachers are grappling with issues vital to national welfare.

Programs are going to be kept within reasonable limits, both for general and departmental reasons; and the effort is being made

to bring forward always real issues of the present, instead of hackneyed themes.

It has seemed wise to the management of the N. E. A. to provide for these preliminary conferences of department presidents, even at some considerable expense, so that no pains may be spared in making each annual meeting a national event. Experience at Boston and St. Louis has demonstrated the wisdom of the plan. Superintendent Maxwell, General President of the N. E. A. for 1905, is a man of great force, and experience. His personality will go far toward stimulating the best effort of his co-workers. His contact with all sorts of conditions and problems touching the school system of a great city has given him a rare familiarity with live practical issues. California is represented this year by three department presidents. For the Manual Training Department, Professor A. F. Chamberlain of Throop Polytechnic Institute, Pasadena; for the Council of Education, Professor E. E. Brown of the University of California; for the Normal Department, Dr. C. C. Van Liew of Chico. Superintendent Cooley of the Chicago schools, President Jesse of the University of Missouri, Miss Esteele Reel, formerly State Superintendent of Public Instruction in Wyoming, and now of the Indian Bureau at Washington, D. C., were among those present. The entire party was entertained at the Auditorium Annex, where the sessions were held.

PROCEEDINGS
OF THE
CALIFORNIA TEACHERS'
ASSOCIATION

San Jose, December 27, 28, 29, 30, 1904

OFFICERS FOR 1904

President	Charles L. Biedenbach, Berkeley
Vice-President	Miss Kate Ames, Napa
Vice-President	B. W. Griffith, Los Angeles
Secretary	Mrs. M. M. FitzGerald, 1627 Folsom St., S. F.
Assistant Secretary	Miss A. G. Kelly, San Francisco
Railroad Secretary	A. E. Shumate, San Jose
Treasurer	Philip Prior, San Francisco

OFFICERS FOR 1905

President	James A. Barr, Stockton
Vice-President	Charles C. Van Liew, Chico
Vice President	E. E. Brownell, San Jose
Secretary	Mrs. M. M. FitzGerald, 1627 Folsom St., S. F.
Assistant Secretary	Miss A. G. Kelly, San Francisco
Treasurer	Philip Prior, San Francisco
Railroad Secretary	F. K. Barthel, San Francisco

COMMITTEE ON RESOLUTIONS

JOHN W. LINSKOTT, Santa Cruz, Chairman

Mrs. N. E. Davidson	Hanford
John H. Garner	Hollister
Lillie L. Laugenour	Colusa
Dr. E. C. Moore	San Francisco
Jas. B. Davidson	San Rafael
D. S. Snedden	Stanford
S. D. Waterman	Berkeley
Etta M. Tilton	San Mateo
D. T. Bateman	San Jose
Minnie Coulter	Santa Rosa
Hugh J. Baldwin	San Diego
J. H. Pond	Oakland
T. L. Heaton	San Francisco
E. B. Wright	Stockton
B. F. Howard	Sacramento
Duncan Stirling	Salinas
Philip Prior	San Francisco
John Swett	Martinez

LOCAL EXECUTIVE COMMITTEE

Chairman	George S. Wells
Secretary	D. T. Bateman
	Morris E. Dailey

MUSIC COMMITTEE

Miss Jessie Williamson	Miss Jessica A. Smith
	Miss Elizabeth Blaisdel

CHAIRMEN OF OTHER COMMITTEES

Reception	Dr. R. D. Hunt
Hotels	M. R. Trace
Excursions	R. A. Lee
Entertainment	J. E. Hancock
Decoration	E. R. Snyder

Constitution of the California Teachers' Association

PREAMBLE

For the purpose of furthering the educational interests of the State, of giving efficiency to our school system, of furnishing a practicable basis for united action among those devoted to the cause in which we are now engaged, and of securing and maintaining for the office of teaching its true rank among the professions, we, the members of this Association, do hereby adopt the following

CONSTITUTION

NAME

SECTION 1. This organization shall be known as the California Teachers' Association.

MEMBERSHIP

SEC. 2. All persons who are now, or who may be hereafter officially connected with the public or private schools of the State, or interested in the cause of education, may become members of this Association by signing the constitution, and paying the annual fee of one dollar; provided further, that no member shall have a vote in the management of the Association unless he has been for the proceeding year a member of the Association, and has paid his dues for the current year. The Secretary of the Association shall annually publish in the November number of the "Educational Journal" of this State, without expense to the Association, a list of the members; provided, however, that before dropping any member for non-payment of dues, such member shall, one month before that publication, be notified that dues for the current year are now payable.

OFFICERS

SEC. 3. The officers of the Association shall be a President, two Vice-Presidents, a Secretary, an Assistant Secretary, a Treasurer, and a Railroad Secretary, whose duty it shall be to make

arrangements for the rate of transportation of members of this body; and these officers shall constitute an Executive Committee.

Term.—All officers shall serve for a term of one year.

Election.—The election of the foregoing officers shall be by ballot, and any member may place a name in nomination for any office; provided, however, that no nominating speeches shall be permitted, and that if no person shall receive a majority of the votes cast for any office upon the first four ballots, at each ballot thereafter the name upon the list receiving the lowest number of votes shall be dropped, and so on until the majority of the votes shall have been secured by one candidate; and this election shall take place at the opening of the afternoon session of the second day of the winter meeting.

DUTIES AND POWERS OF THE EXECUTIVE COMMITTEE

SEC. 4. It shall be the duty of the Executive Committee to fix the time of holding general meetings of the Association, to prepare programs, to procure attendance of lecturers and other speakers, and to make all the necessary arrangements for the meetings.

Indebtedness.—They shall not incur any indebtedness in excess of the funds in the hands of the Treasurer.

Vacancies.—They shall have power, by majority vote, to fill all vacancies in office occurring between meetings of the Association.

Annual Report.—They shall make the Association, on the last day of its winter meeting, an annual report of its finances and membership, which report shall be submitted in writing.

Order of Business.—The Executive Committee shall have power to arrange the order of business at all the meetings, provided that reports of standing committees shall be heard on the afternoon of the second day of the winter meeting.

MEETINGS

SEC. 5. There shall be a general meeting during such days as the Executive Committee shall determine, at a point to be determined by the vote of the Association, in the same manner as heretofore prescribed for the election of officers, so that the claims of each city to consideration may be presented by one

speaker, who shall not occupy more than five minutes; and the Executive Committee may call a second meeting in June or July at such place as they may determine.

CLAIMS

SEC. 6. All claims against the Association shall be paid by Treasurer upon the order of the President, countersigned by the Secretary. Whenever the Treasurer shall doubt the validity of any claim, for which an order on the Treasurer may be presented, he may submit the same to the Executive Committee.

AMENDMENTS

SEC. 7. The Constitution may be amended or altered, provided at least one day's notice, in writing, embodying the amendment or amendments to be made, be given in open session of the Association; and provided, further, the same shall be approved by a two-thirds vote of the members present, which vote shall be taken not later than the next to the last day of the general session.

COUNCIL OF EDUCATION

SEC. 8. The Advisory Board of this Association shall be composed of fifteen members, who, together with the State Superintendent of Public Instruction, shall constitute the Council of Education. Its duty shall be to consider and report to the general body the desirability and means of securing reform in educational legislation practice.

The term of office for members of this Council shall be five years; provided, however, the first list of members shall be appointed by the President of the Association immediately upon the adoption of this section; three to serve for one year, three for two years, three for four years, and three for five years; and annually thereafter three members shall be appointed by the Executive Committee of the General Association to serve the full term of five years. The Executive Committee shall also have power to fill all vacancies occurring in the Council between the meetings of the Association; the appointments so made to be subject to the confirmation of the General Association at its ensuing meeting.

And it is further provided that the President of the Association shall, in appointing the list of members, designate the State

Superintendent as Temporary Chairman, and shall also designate a Temporary Vice-President and Secretary, and these three shall act as Temporary Executive Committee of the Council, prepare its first program, and serve until a permanent organization is perfected.

The first meeting of this body shall be held in the month of July, 1992, at a time and place to be designated by the Executive Committee of the Council herein provided for, and thereafter the Council shall meet semi-annually, alternating its sessions between the cities of Oakland and Los Angeles.

Amendment to Section 8 (December, 1901):

“The Executive Committee of this Association shall elect ten additional members of the Association, two of whom shall serve for five years, two for four years, two for three years, two for two years, and two for one year. The Executive Committee of this Association shall have power to fill all vacancies occurring in the Council.

“All members of the Council must be members of the Association, and should any member of the Council permit his membership in the Association to lapse, he shall be considered as having withdrawn from the Council, and the vacancy shall be filled by the Executive Committee of the Association.

“The Council shall have power to hold such meetings and elect such officers as it may determine. Eleven members shall constitute a quorum of the Council. All members shall be notified in writing of the time and the place of the meetings of the Council of Education. The Council shall have the power to make expenditures of money under such provisions and prohibitions as may be imposed by the Executive Committee. The Council shall have power to prescribe rules for its own government. Such rules may prescribe forfeiture of membership in the Council for lack of attendance on regular meetings of the Council.”

General Sessions

CHARLES L. BIEDENBACH
President

MRS. M. M. FITZGERALD
Secretary

ADDRESS OF WELCOME*

By HON. G. D. WORSWICK, Mayor of San Jose.

"Ladies and Gentlemen, Members of the State Association: It is unnecessary for me to state that we have seldom the opportunity in the Garden City of welcoming so distinguished a body as yours. It is true we have had conventions of bankers, of fruit growers, of fraternal societies, and even of editors, not to speak of many important religious gatherings, but we have not had during my occupancy of the mayoral chair a convention of men and women which represents interests of so great moment not only to the State but to the nation as yours. Some one has well said that the school teacher has made successful the American republic. And I believe it was Whitelaw Reid who, in an address on this coast a few years ago, made the statement that but for the educational advancement of the nation our language would long since have disappeared, and instead of the benevolent assimilation which has helped us make all peoples from foreign lands Americans in sympathy and habit, the last trace of the original American, or Anglo-Saxon, in this country must have faded away. You are the builders of character, then; of the men who sit in high places, indeed, I may say the makers of our national greatness. Thank God for the American schoolhouse. In the Philippines and in Cuba and Porto Rico, not to speak of Hawaii, I can see the brave American young woman teaching the unlettered semi-barbarian the meaning of civilization and self-reliance. I can see a people, fettered in the bonds of ignorance for four hundred years, learning the lessons of freedom and peace and commerce. We are proud of our schools in San Jose, and we are proud of our teachers. We seek to protect them in their places, and to make life as agreeable to them as possible. I wish we were in a position to raise their salaries, for the poorest paid talent in America today is the talent of the school teacher. I would be willing to see any reasonable additional tax imposed upon the people in order that our teachers might be able to advance themselves and enjoy the

* From Report of San Jose Mercury.

comforts of life which their profession deserves. But I must not digress too far. I trust you will be pleased with your brief visit to San Jose, and I trust too that much will be done at your convention that will redound to the profit of the people of this commonwealth. Again, ladies and gentlemen, teachers of California, I bid you welcome with all the enthusiasm of which I am capable."

* * *

President's Annual Address

CHAS. L. BIEDENBACH.

The past year has been one of progress in educational matters in the State of California. No teacher with mind open to impressions from without can help but know that there is a general movement towards securing better things. Much work is being done and good work. The energy spent by individuals here and there during the past half century, only the echo of whose voices was heard crying in the wilderness, has gradually been reinforced by the united power of teachers in clubs, institutes and associations; and now we have reached a time for actual accomplishment. All honor to those who have done before; all honor to those who stand ready to do now; and all honor to those who are preparing to do later on.

The California Teachers' Association has always stood well in the lead in educational affairs. Its development marks plainly the various steps of progress. Gradually it is assuming its definite character. At first it was merely an expanded institute attended by teachers from different parts of the State. This gave the advantage of contact with other persons, and made it possible to employ speakers from a distance and present better general programs, but it was impossible to do much effective work of a particular character, as the program had to be made to fit the mass and the responsibility for separate departments did not rest upon any one person.

Today the California Teachers' Association is an aggregation of associations. All the departments are organized with their own officers and by-laws. This fixes the responsibility for programs where it belongs and makes it possible for each distinct body to do its own work in the most effective manner. Teachers no longer come together to discuss without preparation a topic presented anew, but each group carries on the study of its particular problems throughout the year. At the annual meeting this work then natur-

ally culminates in a definite result and it is possible to take definite action in carrying out reforms.

The heavy work of discussion is no longer attempted in the general sessions. It is done in the departments. But back of these departments, strengthening and sustaining them, giving them the power they need to carry their conclusions into effect, is the general body of the association. It bears to the minor associations the relation of the Federal Government to the States.

This change has been normal. The present character of the association would have been impossible ten years ago. And it is safe to predict that in less than ten years hence there will be a further development, manifesting itself probably in a permanent annual meeting place with a permanent secretary. This secretary should be liberally paid and should devote all of her time to the work of the association. Her rooms should be the meeting place for committees, the repository for documents and a center for the distribution of information concerning educational matters. They should also serve the purposes of a club-room for visiting teachers.

The objection that this will cost too much money is easily met. There are over ten thousand persons now eligible to contribute a dollar each per year. Furthermore, they are willing to pay that sum when they know that it will be well expended and when the matter is properly brought to their attention. At present the effort to reach them is necessarily spasmodic and is limited to the personal efforts of men whose time is already as fully occupied as it ought to be. With the secretary devoting her entire time, there would soon be established a permanent relation between all the teachers of the State. Then would this great body really be welded into an association which would have strength — strength for good — and good not only for its own membership, but the strength to do good in every phase of life.

Such a conception of our combined strength is really worth considering. A union to force up salaries, to combine with other unions, to strike and incidentally to be struck, to bring down what ought to be a profession to the level of barter and sale, cannot appeal to us as a permanent institution, however much it may accomplish as a temporary expedient. True it is we must have money. True it is we work for money. But what successful teacher is there who has not the missionary spirit strong within him — who does not work for the good he sees he is doing rather than for the money he receives? Does not every true teacher long for the reward of the truly successful in life—the consciousness that he goes

out of this world leaving one spot in it just a little better for his presence?

Of the important problems to be taken up at this session, I consider the salary question the most vital. It should be settled so far as our side of the controversy is concerned. That is the first step in the solution. We are all agreed that we are underpaid. We have proclaimed it so often that many people have come to believe with us. Probably the majority of our present legislators agree, and certainly our Governor, George C. Pardee, is strongly in our favor. But the serious questions — how shall greater revenue be obtained and how shall it be justly distributed — have not yet been passed upon by this association. The State Superintendent of Education has proposed a solution and various bodies of teachers have either endorsed it or suggested others. A committee of this association has been at work during the year studying the various aspects of the question. Today we shall hear their report, and if this association can agree upon a recommendation to the Legislature, I am firmly convinced that the coming year will bring the increased compensation so long withheld.

Our people are committed to the theory of State education — that the property of the State should be taxed for the purpose of educating the children of the State. It is an act of self-preservation. It demands that the wealthiest and most densely settled districts shall support the schools of the poorer and sparsely populated districts. The large cities can better afford to pay the entire school tax of the State than to allow children to go untaught in any part of it. Their future depends upon the quality of their citizenship and that depends in large measure upon the education of the youth of the State at large who either finally drift into the cities, or, remaining at home, determine the character of State legislation which controls the destinies of the cities. There is no sense in the claim that a district should not pay into the State treasury for the support of schools more than it gets back.

It is true that every precaution must be taken to see that the distribution of State revenues is just. The support must go to those who are in need of it, and not, as statistics showing the present method of distribution in California seem to prove, in many cases take from the poorer to add to the richer. If this is so the remedy must be found and applied. But it will not do for us to stand back and because of this injustice, which possibly cannot be remedied at the present time, continue to submit to an injustice which all admit and which can be remedied immediately. We as teachers strongly desire that all school funds should be justly distributed and honestly administered. But we also feel that one million

dollars a year more spent by the State in education will bring back ten million dollars in good results.

We do not agree with those who say that taxes cannot be raised, that we must wait till the American people learn self-government and waste less on other departments because of bosses. It is sadly true that immense sums are wasted. But this does not warrant our waiting. If we make a clear case, and present a just scheme, then we have a right to demand. That is the only way to produce a correct public opinion. And when that is once aroused to the point of definite expression, it cannot be withstood.

A brief reference must be made to the new State Text Books. For years this State suffered because of the wretched text books forced upon its common schools. Thank God we are now in the process of being freed from that load. During the year books have been adopted in history, arithmetic, geography, and reading. I venture to say that no one in this large audience is completely satisfied. Even the bookmen are sure that the best selection was not made in every case. But when we measure up the complaints, we find that they often go in pairs, what one able objector disapproves another equally able approves strongly. And so it goes, and ever will go in this wig-wagging world. But when we ask who would throw out all that has thus far been done and go back to the old we get not a single reply. All are agreed that we are going ahead. There is improvement in progress. And so long as we have able, conscientious and honest friends of education willing to give time and service to this work of selecting new text books and revising those adopted from time to time, we need have no fear that this improvement will stop. Let us not stop growling — that would kill growth — but let us be thankful for what we have obtained, and live in the hope that some day even we shall be satisfied.

Closely connected with the subject of text books is that of the course of study. The two must change and grow together. The constant attacks upon the course of study are signs of healthy progress. So long as they do not go so far as to discourage the teacher with the fear that her work has been in vain, they are commendable. With all the changes made in recent years there is yet infinite room for improvement. Our methods are still too mechanical, our subjects too formal. There is still too much marking time, or rather that kind of running which the squirrel does when caged in a wheel, endless motion but no progress. To remedy this a less amount of work should be required in the lines now pursued. In place of it there will be opportunities for other languages, manual training, domestic industries, agriculture and other sciences. There will also be a change in method of instruction and in the division of

the periods of education. The primary method must end sooner, probably at the end of the sixth year. The secondary method should begin there, with teachers of high school training, and extend over a period of six or perhaps eight years before the university work is begun. These suggestions have already passed the stage of mere theory. In some schools of this State where the twelve grades of the primary, grammar and high school are conducted in one building the work of the seventh and eighth grades is done by the high school teachers. There the secondary period already begins with the seventh grade. In some high schools in the Middle West fifth and sixth year courses are given and this work is accepted by the State Universities in lieu of college study. The recent constitutional amendment which made the high school a part of our State school system prepared the way for changes along these lines.

The strongest evidence of the year that the teacher's work is developing into a profession is the adoption by organized bodies of teachers of sets of resolutions putting themselves upon record as in honor bound to observe a high standard of professional ethics. Such resolutions as the following, adopted recently by one of our county institutes, tend to improve the standing of the whole teaching fraternity:

“First — It is the sentiment of this institute that no teacher while under contract should give up a position in one district to take a better one elsewhere without the consent of the Board of Trustees. The welfare of the school should be considered as well as the interest of the outgoing teacher. We believe that teachers should deal with trustees as they would have trustees deal with them — strictly on the square.

“Second — No teacher should apply for the position of another unless said teacher knows that a vacancy is about to occur in that district either by resignation on the part of the teacher or by action of the Board of Trustees.

“Third — Any teacher who offers to take a position in a school at a lower salary for the sake of getting the place — that is, underbidding — is guilty of unprofessional conduct.

“Fourth — All vacancies that occur in the schools should be filled from the very best available material. Political, fraternal and friendly pulls that would put a teacher into the schools regardless of merit should be utterly discountenanced.”

In conclusion I may be permitted a few personal words concerning the teacher and her work. This subject has been so degraded by sentimentality that a self-respecting teacher hesitates to

speak of it in public. Still that very fact makes it necessary to endeavor to express in a rational way the dignity, responsibility and honor of the work in which we are engaged. Whether or not teachers as individuals are too bad or, we have recently been told, are trying to be too good and thus earn the contempt of ordinary human beings, the fact remains that they are employed to do the most important work of the world. The task of making men and women is being thrown more and more upon them. Formerly the school occupied only a small part in the child's life. The present inevitable tendency, brought about by the shifting of the burden of responsibility from the home to the school and by the consequent changes in subjects taught and the requirement of higher character and culture on the part of teachers, is to make the school the controller of the nation's destiny.

Who can go into a school-room when the children are singing under the direction of a woman whose every tone, look and expression reveals the noblest patriotism and not be convinced that in that woman's power — in her tact and skill, her intellect and education, her devotion and self-sacrifice, her honor and virtue — rests the immortal life of hosts?

Have you ever heard a class of children sing "My Own United States" under the guidance of such a teacher? —

"Let me acclaim the land I name,
My own United States,
I love every inch of her prairie land,
Each stone on her mountain side,
I love every drop of her water clear
That flows in her rivers wide;
I love every tree, every blade of grass,
Within Columbia's gates.
The queen of the earth is the land of my birth,
My own United States."

A depth of feeling is reached in those children, and fired with the spark of everlasting life, which no patriotic oration ever inspired in a human soul.

Is not, then, the teacher's work worth while? Is it not worth the sacrifices which it entails? Are not its ideals noble enough to warrant all the efforts necessary to rise above the grind of petty

details, the hardship of daily drudgery, and, with hopes fixed upon the future, to inspire us to go on cheerfully with the work which can never be destroyed?

* * *

Address of P. F. Gosbey*

P. F. Gosbey, President of the San Jose Board of Education, was next introduced. He began with an eloquent tribute to the teachers who are not merely doing text-book work in instruction, but are sowing the seeds of character. He made a most apt reference to the early life of Abraham Lincoln, whose mother was almost his only teacher and the Bible his only text book, from which she taught him lessons of integrity and of loving his neighbor as himself. In comparison he drew a picture of the life of Roosevelt who had all early advantages. Both systems developed great men. He did not wish to disparage text-book studying, but there was something better — love, kindly consideration, thoughtfulness for others, the broadening of the mind and the heart.

Regarding the relations between teachers and trustees, Mr. Gosbey said that the trustee is not usually well qualified (laughter and applause). He was once a teacher himself and what annoyed him most was to be dominated by some one who did not know his business. No reflection intended upon the trustees, only they were not qualified. There should be mutuality of action between trustees and teachers. They should advise together. If we can have pupils, teachers and trustees drawn together for what is right and noble, free from political influence, the greatest results may be obtained. Then we may be proud of our public schools.

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Governor Pardee's Address*

After a baritone solo by H. R. Roberts of Palo Alto, Governor Pardee began his speech. He said that he wished he could see more men present. He would not take away one lady, but he wanted more men. He then proceeded to say that the people were disposed to do what they could for the public schools; there were many problems to be considered, but the question at present was money. That question had been threshed out in his office. His

*From Report of San Jose Mercury.

private secretary admitted that salaries should be raised. He and Superintendent Kirk had fought over the subject, and now he thought there was light ahead. The most that they had accomplished was to find the bad points of the distribution of the State money. The State wants to give each pupil an equal amount. He and his secretary had taken the question up from the standpoint of the gubernatorial office.

The pay of teachers was small, but that was in accordance with the law of supply and demand. The number of women teachers, especially those who have used the profession merely as a stepping stone to something else, or a stopgap, something into which it was easy to get and from which escape was easy, had tended to hold down salaries. That probably explained the Governor's remark about wishing to see more men in the audience.

The Governor continued that discussion will prepare the public mind for a raise of salaries, but the movement must be gradual. At present the problem of State taxation prevents action. The counties also are burdened; the weak ones must be assisted. The limit is very nearly reached. After setting forth the varying modes of taxation for general and local purposes the speaker declared that each political diversion must stick to its class of taxation. The State is now paying out \$4,428,471 a year for education; that is 42 per cent. of all school expenses. The State is bearing its part. It has increased its payments this year \$350,000 for high schools.

DISTRIBUTION OF STATE AID

I find, for instance, that last year the teachers of Alpine county each received \$249 of the State's money, and that the teachers of San Francisco each received \$783 from the State Treasury, while between these two limits the State's money was distributed in varying amounts to the teachers in the various counties, those of no two counties receiving the same amounts. As a result of this I found also that in addition to the State school fund tax, which all counties pay alike, the counties were compelled to tax themselves at rates varying from 6 2-5 cents to 50 cents on the \$100 to sustain the county end of the school burden. And it appears, too, that in several instances the poorest counties are compelled to tax themselves the heaviest to raise county school funds. Mono county, for instance, is compelled to put on a county school tax of 50 cents per \$100, the limit allowed by law, to raise in addition to what the State gives her enough money to carry on her public schools. San Francisco,

however, on the other hand, had to impose only 6 2-5 cent county tax rate to add to the money she received from the State.

So we have these rather anomalous conditions: First, the poorer and more sparsely settled counties of the State, as a rule, get less of the State's money per teacher than do the rich and thickly settled counties, the amount varying between \$249 in Alpine county and \$783 in San Francisco; second, we find that the poor and sparsely settled counties have to pay, in common with all the other counties, a fixed tax into the State Treasury; last year this tax was 17 4-5 cents per \$100 assessed valuation. In addition to that, the poorer counties have to raise relatively very large county funds to eke out the school money they receive from the State. Mono county, for instance, paid 67 4-5 cents last year to support the schools, while San Francisco paid but 24 1-5 cents; and the school expenses of the different counties varied between these two extremes.

There are many other and equally curious inequalities in the manner in which, under our present law, the State money is distributed to the counties. But the preceding are fair samples of the others, and I will not give any more of them.

These inequalities are the result of the manner in which the law provides the State money shall be distributed to the counties. Therefore, I think the law ought to be changed so that the State money shall be distributed more equitably. It does not appear to me to be exactly fair that Alameda county, for instance, should receive \$579 per teacher of the State's money while Alpine should receive from the same source but \$249 per teacher, El Dorado \$268, Inyo \$275, Lake \$311, Lassen \$299, San Diego \$293, Plumas \$288, and Mariposa \$310.

It seems to me, therefore, and so I recommend to the Legislature, that there ought to be a complete revision of the method whereby the State's school money is distributed to the counties, to the end that a more equitable division thereof may be made.

Synopsis of Report of Committee of Seven of the California Teachers' Association on Revenues and Salaries

In obedience to a resolution passed by the State Teachers' Association of a year ago, President Biedenbach appointed a committee of seven to "consider school revenues and their distribution, having in view longer school terms in rural school districts, and a reasonable increase in teachers' salaries in accord with the general movement now going on in other States in our country to place educational workers on an equal footing in respect to compensation with the increased wages paid to skilled workers in industrial and business pursuits." (See Proc. Calif. Teachers' Assn., 1903-4, p. 294). The committee consisted of Miss Lillie Laugenour, County Superintendent of Colusa county; Superintendent W. H. Langdon of San Francisco; Superintendent C. J. Walker of Tulare county; Mr. G. W. Wright of the Concord High School; Mr. D. R. Jones of the State Normal School of San Francisco; Mr. J. B. Millard, Deputy Superintendent of the Los Angeles city schools, and Mr. David S. Snedden, chairman. Mr. Millard being unable to serve, Mr. F. E. Thompson of the State Normal School of San Diego was appointed in his place.

The early work of the committee had to be carried on by correspondence, owing to the distances separating the members. Individual members undertook different studies on phases of the question, as will be noted in the report. For three days preceding the meeting of the association, the committee held meetings and formulated its recommendations, which were presented to the State Association on December 28. But the reasons for these recommendations could not then be presented in most cases. No further action was taken with the report, for the reason that practically all recommendations of the committee involved legislation; and the entire matter was left in the hands of the legislative committee of the association. The committee, however, was continued, owing to the belief that the question of salaries and revenues is too large to be settled at once. In the meantime it was desired that the report of the committee be published at an early date and made available for the study of teachers and others. The following report has been written by the chairman of the committee, and he believes that he has correctly represented the views of his associates on all important matters.

The discussion of some matters pertaining to State revenues is much curtailed here because the subject is fully discussed in the addresses of Governor Pardee and Superintendent Kirk. (WESTERN JOURNAL OF EDUCATION for January, 1905).

RELATION OF THE TEACHING PROFESSION TO SALARIES

It is sometimes thought that the discussion of the salary question is provoked mainly by a desire on the part of teachers to raise their own salaries. When it is remembered that the average teaching career of graduates of our normals is less than seven years, and of those who enter the teaching profession by other channels the term is still less, it becomes evident that considerations of personal advantage may not be so strong as is assumed. The fact is that most discussion of teachers' salaries is prompted by interest in the success of the profession and consequently by interest in that which is the work of the profession — the education of children. It is perfectly evident that a large measure of the perfection of our educational institutions ten years hence will be due to the quality of the youth who are today being turned towards the profession of teaching. If this profession has such social standing, such opportunities in the way of realizing the altruistic impulses of strong men and women, and such compensation as will not require the individual to be hampered by an unbecoming poverty, then undoubtedly we shall find turning toward it a class of youth which will enrich the profession ten years hence. But if the profession has little social standing, if the teacher is not allowed opportunities of self-realization, if the poverty and insecurity of tenure of the position tend to place the men and women at a disadvantage with people in other walks of life, then we may expect to find the strong men and women of the future, those who are in our training schools today, directing their attention to other fields of endeavor. Consequently much of the solicitude regarding the compensation of teachers is felt today by those who are most keenly interested in the future of the profession.

From this point of view it is evident that there is much in the present situation to justify anxiety. In the first place, young men are no longer going into the profession; the number of men in it is steadily declining as shown by the report of the State Superintendent of Public Instruction. In 1870-71, 40 per cent. of the teachers in the elementary schools of California were men; in 1879-80 the per cent. was 33.6; in 1888-90, 21.4 per cent.; in 1899-00, 17.8 per cent.; in 1901-2, 15.8 per cent., and in 1903-04, 12.2 per cent.

A glance at the classes in the normal schools and universities where teachers are being prepared shows us a similar state of affairs. Fewer men appear yearly. This is not so much due to the unattractiveness of the teaching profession, so far as the work is concerned, as it is due to the fact that a man in the teaching profession ordinarily has little opportunity for building a home, raising a family, and of acquiring some financial independence. In spite of his ability, he must be at a disadvantage in associating with men who have independence. The best paid educational posi-

The California Teachers' Association

tions in California, outside the universities, as a rule hardly enable a man to maintain the independence which is possible to a second or third-rate lawyer or doctor. One can find in many of the cities of California that the best-paid educator receives hardly more than two thousand or twenty-five hundred dollars annually, while in such communities many doctors, lawyers, engineers, and business men will be receiving four or five times as much. If this is true of the very best positions in the profession, of which there are but few, how unlikely is it that a young man of energy and fine character will embark in the calling? It is true that some excellent people still enter and stay in the profession, even on the above terms; but their usefulness is seriously hampered and their influence lessened by the lack of financial independence.

In the second place, while it is still true that the teaching profession continues to attract the ablest of women, nevertheless even here there are signs that the future will not give us all the women teachers of high quality that our schools will need. Not many years ago the way into teaching was easy for any person of fair education. But as the profession has developed, as the need of special training has become stronger, and as the public has tended to welcome only those of some special natural fitness as teachers, the matter of entering the profession has grown more serious and tends to keep out those who have not the means to make the necessary investment in a professional education. Already, as will be shown statistically later, there is shortage of certificated teachers in California; this is felt naturally in those remote counties where the conditions of living are least attractive. There is every reason to believe that this shortage will continue as communities continue to ask for better trained teachers and to reject inferior ones.

Of course, looking to the future of the profession, there is a way out without increasing salaries. Some people even now tell us that the present shortage is due to the fact that we have made our laws of certification too rigorous, and that the public is demanding too much in the way of qualifications in teachers. And it can very easily be shown that the shortage of men in teaching is only a shortage in the kind of men who will be admitted, either by laws of certification or by public sentiment, into the schools. There was a time when the man who had failed in the professions, or even the man who had received a wound in war, was given the post of schoolmaster. We have plenty such today, many of whom would teach school for forty dollars per month if society would permit. But the world is moving onward; and though we do not yet consider the woman who teaches forty children worth as much as the man who looks after two horses in the capacity of coachman, still it is improbable that we shall again look upon the teaching profession as a suitable refuge for those who have failed in other

callings of life. In certain counties in California, there is a slight tendency in this direction just now. Owing to the shortage of teachers, men and women who had years ago given up the struggle to find places, because of their well-known incompetency, have lately been called for, owing to their having valid certificates. But the number of this class that may be drawn on is small, and it is to be hoped that those who are vested with the power of granting certificates will not lower their standards.

THE CALIFORNIA SYSTEM OF SCHOOL REVENUE

In many ways California leads most of the States of the Union in its school revenue system. In the school year ending June 30, 1904, of the \$7,839,883 received by the schools, \$3,565,364 came from the State; \$2,551,660 from the counties; \$527,377 from local or city taxes; \$1,049,434 from the sale of local bonds (the payment for which becomes a tax upon the city or district); and \$146,044 from miscellaneous sources. It will thus be seen that more than half the running expenses of the schools comes from State sources. The burden of the support of education is thus distributed, and education made in large measure a State function while local responsibility is still preserved. In addition to this the State provides that each county in the State (excepting San Francisco) must raise a sum of not less than \$6 per census child.

The most satisfactory feature of the California system, however, is found in the method by which it is required that all funds received by the county shall be distributed. The law requires that each district shall receive for each seventy children or fraction thereof a flat sum of five hundred dollars (with the exception that certain small districts having ten, but less than twenty census children shall receive four hundred dollars); and that money remaining over after this distribution shall be distributed on the basis of the attendance of the previous year. To this feature of the law California owes especially its fairly excellent rural schools; and also the independence of all schools in respect to the vicissitudes of local taxation. A premium is put on attendance, and the populous districts derive additional funds on this basis. Attention also ought to be given to the provision that all funds coming from the State must be used for the payment of salaries.

Admitting, however, that the California system of raising and distributing school revenues has many good features and that it served fairly well the educational standard of a few decades ago, it remains to be shown that in many essential respects the system is inadequate to meet present educational demands. Investigation has proved to the committee that, looking at the matter solely from the standpoint of desirable standards in the public education of children, the revenue system for schools in California is inadequate in the following respects:

The California Teachers' Association

(a) The term of school each year is not sufficiently long, especially in the more rural counties.

(b) The compensation of teachers is too low to insure either a stable teaching force, a sound professional preparation for the work, or the continued entrance of able young men and women into the profession.

(c) The county rate of taxation is made severely heavy in many instances in order to meet even the amount required by law to be raised.

(d) The system of distributing the State fund, though resting on one basis of uniformity (an equal amount for every child enumerated in the census) is not tantamount to an equality in the distribution of educational opportunities, so far as that fund can secure them, as should be manifestly the policy of the State.

(e) In certain other minor particulars, to be enumerated later, the system needs amendment.

SCHOOL TERMS

The last report of the State Superintendent of Public Instruction shows that in 1904 forty school districts in California maintained school less than 120 days or six months; that 772 maintained school less than 160 days and more than 120 days; that 2187 maintained school at least 160 days and not 200 days; and that 236 districts maintained school 200 or more days. According to the same report, in the year 1904 the average length of term in 21 counties was less than 160 days or eight months, reaching as low as 135 days in one county. Eighteen of our fifty-seven counties show an average of 170 or more days in the school term, or eight and one-half months. From this it will be seen that we are far from having realized an adequate length of school term in many of the schools of California. When it is remembered that in the rural school especially it is the common experience to find a new teacher installed at the beginning, and not infrequently in the middle, of the year, who must spend some weeks in putting the school into running order, it is not difficult to see how brief is the time devoted to earnest and systematized educational work.

THE COMPENSATION OF TEACHERS.

It is difficult to arrive at a satisfactory estimate of the salaries of teachers in California, even with the statistics available. The report above referred to gives the "average monthly salary paid teachers in primary and grammar schools" for 1904 as \$69.21 for the entire State. It does not appear, however, that this is a weighted average. A further examination shows that in only two counties of the State is the average monthly earnings of the above class of teachers in excess of \$80. In nineteen counties it ranges from \$70 to \$80. In 34 counties the average is below seventy but not below

sixty dollars per month; while in two counties the average monthly compensation of all teachers in grammar and primary schools is less than sixty dollars. It must be remembered that in counties where low salaries rule, the terms are also generally short, so that the annual earnings of teachers in these counties are reduced in two ways. It must be kept in mind also that the shortage in funds which prevents many of these counties from holding longer terms or paying better salaries is not due to local neglect. Of the twenty-three counties which last year failed to maintain an average of 160 days' school, ten have a county rate of school tax of thirty or more cents on the one hundred dollars of valuation; and only two fall below twenty cents on the one hundred dollars, although the average county rate for the entire State is only about eighteen cents per hundred dollars of valuation. (The average given in the report of the State Superintendent is 24.8 cents; but this is not a weighted average. A fairer average is found by dividing the assessed valuation of the State into the total amount raised by county school tax, which gives approximately 18 cents).

An interesting study of the question of teachers' salaries was this year made by a committee of the Southern California Teachers' Association. The chairman of this committee (President Black of the San Diego State Normal School), gathered statistics to determine the highest, lowest, and average salaries paid in various counties. He finds that 29 counties, or over 67 per cent. of those studied, pay \$400 per year or less as their lowest salaries; that in 11 counties the lowest salaries are between \$400 and \$501; and in seven counties the lowest salaries are between \$500 and \$600. These are all for rural schools employing but one teacher.

The highest salaries paid in such schools he finds to be: In three counties, \$500 or less; in 13 counties, \$500 to \$601; in 8 counties, \$600 to \$701; in 16 counties, \$700 to \$801, and in three counties, \$800 to \$900.

For assistants in the town or graded schools it is found that the lowest salaries are less than \$500 in 10 counties; between \$500 and \$600 in 28 counties, and between \$600 and \$700 in 3 counties. It is found that the highest salaries paid in the same schools to teachers other than the principal, are between \$500 and \$600 in 9 counties; between \$600 and \$700 in 13 counties; between \$700 and \$800 in 11 counties, and over \$800 in 8 counties. In 41 counties the average paid to assistants is \$601. A weighted average would undoubtedly reduce this figure considerably.

Mr. Black also gathered statistics regarding the compensation of school principals. He finds that the average salaries paid to elementary school principals in 41 counties to be \$842. Usually these places are occupied by men.

Averaging the salaries of rural teachers, graded school assistants, and elementary school principals, he finds that \$654 per

The California Teachers' Association

year represents the average income, from professional sources of the teachers in 43 counties. Mr. Black notes that this corresponds very closely with the quotient obtained by dividing the total amount spent by the State and county for teachers' salaries for the school year ending June 30, 1904 (\$5,113,222) by the total number of elementary school teachers employed for that year (7,797) which gives \$655 as the average sum distributed for salaries.

THE CHARACTER OF THE TEACHING FORCE AS DETERMINED BY SALARIES

From one point of view it is not necessary for the public to consider whether teachers' salaries are high or low provided a sufficient number of people are always ready to enter the work for the money offered. Looking at the question solely from the standpoint of the law of supply and demand, teachers have no right to find fault with their salaries, because they are at liberty to refuse them at any time. From the standpoint of the public, if the question is viewed as an immediate one, there is no reason for concern, so long as the supply of certificated teachers does not fall short of actual needs.

But the above point of view is too narrow and special to be a socially valid one. The fact is that as the situation is today the laws of supply and demand only indirectly regulate the number of teachers available or the rate of compensation for which they work. If certification were made sufficiently easy there can be no doubt that teachers (of a kind) could be obtained for less pay than is now given. In another part of this paper the relative disappearance of men from the teaching profession is noted. But no one who investigates the matter can doubt that if public sentiment and the laws were as lax as they were some decades ago or as they still are in certain States, that as many men would be found in the teaching profession as formerly. The fact is that the kind of men who once were freely allowed to teach are no longer tolerated by public sentiment.

Preparation for the teaching profession is now generally a matter of several years work and much financial outlay. The salaries of today do not so much determine the number of teachers available today as they do the number and character of the teachers that will be available five or ten years hence. A wise policy from the standpoint of social needs would be that which would make the salaries of today and the other emoluments of the profession such that the ablest of our youth would look forward to teaching as a career, and, once in the profession, would find in it opportunities for genuine professional development.

THE MIGRATION OF TEACHERS

As showing that present conditions are not satisfactory, it was found by a member of the committee (Mr. G. W. Wright) who studied the facts of the migration of teachers, that in 42 counties with 3,991 teachers, that 1,406 or 35 per cent. are teaching in their present positions for the first time this year. In Inyo county it is noted that 82 per cent. of the teachers changed positions last year. Mr. Wright finds that where salaries are low changes are, as a rule, most frequent. According to the reports received from county superintendents, in some counties nearly all the teachers moved of their own free will; while in others they moved at the will of the trustees. As far as these results could be aggregated, they show that about three-fifths of the changes were made by the teachers themselves, and about two-fifths at the desire of trustees.

Of course the entering into the profession of new teachers is partly responsible for the above changes. But any one who has studied conditions as they exist in our rural schools must feel keenly that changes in these schools are altogether too frequent for their interests. Even a first-class teacher taking charge of a school for only four or seven months can accomplish little when it is realized that the pupils are not carefully graded, do not attend with regularity, and in other ways make a considerable period of adjustment necessary. If any school requires a "continuous policy" in order to get results it is certainly the country school. But the fact is that either because trustees are dissatisfied with teachers, or teachers are dissatisfied with the school or salary, a relatively small number of teachers stay long enough to get genuinely settled. There are, of course, many factors involved in this question of migration. It is largely due to the fact that the "driftwood" of the profession is in the rural districts; to the fact that the abler teachers are striving citywards, or out of the profession; and to the fact that trustees in some cases do not know how to treat a good teacher in order to retain her, or else fail to recognize her merits. But of one thing the committee is certain: if the compensation of teachers in the rural districts were sufficient to induce the abler young men and women to enter the profession and to be attracted to these places, there would be little question of stability. And it can be seriously doubted whether any other expedient will bring about, in the California rural schools, that condition of a settled teaching force which is absolutely essential to their further progress.

THE PROFESSIONALLY TRAINED TEACHER

The body of "tramp" teachers which is responsible for so many annual vacancies is probably being much reduced by the operation of better laws of certification which went into effect four years ago. The elimination of the primary certificate and the holding of

The California Teachers' Association

only one county examination each year have reduced the temptations and opportunities to enter the profession by some easy short cut. Consequently we may expect to see a steady falling off in the number of people who are in the profession because they could find nothing else to do, and who found the process of getting a certificate easy. A larger proportion of teachers, therefore, will come through the channels of the normal schools and colleges. But here again we find that the salary question comes to the front. It is no difficult matter to estimate the cost of this professional preparation. It involves a very considerable investment and if prospective returns are not sufficient to justify this we shall more and more find young men and women entering other fields. This is true now, so far as men are concerned. The normal schools that have gone on a high school basis find practically no men entering their classes. From the colleges a considerable number of young men still look to teaching; but in few cases have they any intention of following it permanently, except in high school or administrative work. Even here many of them are attracted for only a few years and then turn to something with either more settled tenure or better compensation.

THE PRESENT SHORTAGE OF TEACHERS

In fact it seems probable that we are already on the eve of a shortage of certificated teachers who are willing to teach. During the past year the pressure of the more remote counties on normal schools for teachers has been great. It has been currently reported that many schools have been unable to open on this account. In order to get at the facts Superintendent C. J. Walker, a member of the committee, corresponded with the various county superintendents with the following results: In fifteen cases schools had been actually unable to open at all on account of finding no teachers available; in twenty-one cases teachers were obtained only by paying unusual salaries, and in fifty-three cases teachers had to be taken who had inferior credentials or qualifications. Mr. Walker finds that the actual shortage was greater than the above figures show, because many schools were able to open very late only by procuring teachers who had taught summer terms in the mountains. He finds, also, on inquiry at the State Association, that trustees are quite commonly cutting down the length of term in order to give a salary that will hold teachers. He also believes that a considerable number of properly certificated teachers have been employed in the extremity by trustees, though their personal qualities were such as to make them very unacceptable. It is therefore evident that we have, even now, a considerable shortage of teachers of the right stamp; and the consequence is, some

schools are unopened, many have shorter terms, and altogether too many are obliged to accept teachers of inferior, though legal, qualifications.

SALARIES AND THE COST OF LIVING

It is well known that the cost of living during the last ten years has risen. The rise is variously estimated at from twenty to forty per cent. Ultimately, of course, according to well known economic laws, the compensations of workers will tend also to advance. But there are two or three reasons why teachers' salaries will change last and least of all. In the first place wage-workers, through their unions, are usually able to advance their own wages, sometimes in face of the law of supply and demand. But teachers have neither unions nor any well-defined sentiment regarding the maintenance of rates of compensation. In the second place, apart from the effect of united action, most workers are employed by those who have a keen understanding as to the relation of compensation to the effectiveness of the worker. The manufacturer who failed to advance his wages as fast as another would ultimately find on his hands only inferior workmen. The business man who fails to raise the salary of his bookkeeper finds that man drafted off into another business. In fact it is frequently asserted that the first element in the success of the modern business man is his ability to procure excellent service by putting a premium on it. But in the teaching profession it is only in a few large cities that analogous conditions prevail. Sometimes we find a keen superintendent who is allowed to act as employer or as the skilled agent of the public which is really the employer, and he becomes able to improve his force by putting a premium in the way of added compensation. But ordinarily the employer of teachers, the public or board of trustees, even if free to do so, is not able to recognize the relations between good teaching ability and the compensation offered. When a teacher's salary is raised it is more often a matter of sentiment than a recognition of just deserts; and when a community is trying to retain teachers or to find other good ones, it seldom proceeds in the matter as a business man would. As a consequence salaries of teachers and some other public employees respond most slowly to economic laws; and it not infrequently happens that the status of the profession is allowed to decay before the public awakes to a recognition of the real condition of things.

A third reason why teachers' salaries have not advanced during the last ten years, in spite of the increased cost of living, is found in the fact that districts are not in a position, under the law, to pay more. The amount of money that a school district receives from the county and State is strictly limited. Cities may supple-

The California Teachers' Association

ment this by local taxes, but there is considerable question as to whether school districts can legally do this. Some districts do attempt to supplement State and county funds by bond issues under the authority of the last phrase in Section (d, 11) 1180 (School Law). But the process is cumbersome and questionable. Consequently trustees are not always able to pay as much as they wish in the way of salaries, except at the expense of the length of school term.

As a result of all these causes, teachers' salaries have not perceptibly changed during the last ten years, in spite of the increased cost of living and the greater investment that the teacher must make in procuring her education. There results a heavy hardship on teachers who have already habituated themselves to the profession; and a constant deterrent to ambitious young people who otherwise would look forward to entering this profession.

Miss Lillie Laugenour, a member of the committee, made a special study of the living expenses of teachers. This investigation was fraught with much difficulty because it is hard to draw the line of necessary expenses. Miss Laugenour tried to find what relation the teachers' annual salary bore to her annual expenses, if calculated at the daily rate while teaching. In Colusa county, where the investigation was naturally more exact, it was found that for 88 per cent. of the teachers of the rural districts the annual cost of living, estimated at the expense rate while teaching, was 137 per cent. of the annual salary of \$544.50; for 8 per cent it was 138 per cent. of the annual income of \$420, and for 4 per cent. it was 106 per cent. of an annual income of \$630. For teachers in the towns the annual cost of living was 105 per cent. of the annual income of \$712 in 40 per cent. of the cases, and in 60 per cent. of the cases it was 127 per cent of the annual income of \$750. In other words, none of these teachers would have been able to pay necessary expenses of living (at the rate of living while teaching) throughout the year on their salaries alone. Of course many of these teachers may not have earned anything during vacation; but they lived with relatives or otherwise made their living expenses light during this period.

Answers for this study were received from thirty-seven counties. The estimates of living expenses as related to salaries vary considerably, sometimes being as low as 81 per cent. of an annual income of \$535.50 (Monterey, rural teachers), and as high as 130 per cent. of an annual income of \$630 (Los Angeles county, rural teachers). The rural teachers of Lassen county, with annual incomes of \$455, estimate their expenses at 156 per cent. of that sum. The city teachers of Los Angeles, averaging an income of \$800, estimate their living expenses at 108 per cent. of that

The Western Journal of Education

amount. One must infer from this that teachers are not investing much money in bonds.

Since the item of incidental expenses is confusing and uncertain, Miss Laugenour also obtained returns of expenses of board alone. These returns from nineteen counties show such facts as these: In Alameda county rural schools the annual cost of board (estimated on the daily cost during teaching period) is 65 per cent. of the annual salary of \$557.50; in Fresno rural schools, 64 per cent. of \$570; in Fresno, town, 61 per cent. of \$742.50. In the other counties the averages are not widely different.

THE COUNTY RATE OF TAXATION

Many persons believe that the remedy for insufficient funds is to be found in an increase of county school taxes. But, as previously pointed out, many counties, and those often with shortest terms, now pay heavy county rates, frequently in excess of 30 cents on the \$100 of valuation. So, in so far as longer terms and better salaries in the rural school are concerned, it seems hardly probable that a remedy is to be found in forcing these counties to raise more money. But a change in the minimum per census child, to be raised by county tax, would help matters in some counties, for the reason that in the counties where the county tax rate is high the amount raised is usually much in excess of the statutory \$6 per census child. Eleven counties in the State last year raised more than eleven dollars per census child by county tax; twenty-two raised more than eight dollars. Twenty-four counties kept very near the six dollars limit or below it. These are usually the wealthier counties having a relatively low tax rate. It can be seen therefore that to raise the minimum county tax from \$6 to \$8 per census child would not entail additional hardship on counties already heavily burdened, but would add to the school funds of many counties which are easily able to pay.

THE DISTRIBUTION OF THE STATE FUND

This topic is so fully discussed in the addresses of Superintendent Kirk and Governor Pardee as they appear in the January number of *THE WESTERN JOURNAL* that little need be added here. The committee is substantially agreed that the present system does not confer equality of educational opportunity, as will be seen by the illustrative examples presented by Superintendent Kirk. Many similar examples of the unequal working of the system of distributing the State fund might be brought forward. The committee is under many obligations to Governor Pardee for the exhaustive work he has done in bringing the facts to light in this matter. It is hardly credible, but it is a fact, that few if any, edu-

The California Teachers' Association

eatons or others in California have realized what have been the inequalities of the present system, and especially its heavy bearing on counties made up largely of rural districts. All members of the committee but one believe that the present system should be changed.

Any change in the system must, of course, take something from what some sections now receive in order that other sections may profit. On investigation it becomes apparent that the wealthier counties will lose by this process. Especially San Francisco, which, in 1903-4, received from the State fund \$783 for each teacher actually employed, must expect to increase her present rate of local taxation for school purposes, this rate having been below ten cents per one hundred dollars for some time past.

It is urged, on the part of some, that San Francisco, since it pays into the State treasury much more than is returned to the city, should not be asked to make further sacrifice. This is a question of fiscal policy with which the committee has nothing to do. If one accepts fully the principle that the children of the State are to be aducated equally by the money of the State, thn no community should ask to have returned to it more than its share as determined on this basis. Any other policy leads to confusion. When the State collects taxes for the purpose of maintaining State officials, State asylums, normal schools, universities, etc., the wiser policy would seem to be to administer these solely with reference to the needs of the State as a whole, and equally; and not with reference to the contributions of particular localities.

It is worthy of note, also, that while the aggregate sum contributed in State taxes is large in some of the wealthier sections, the inference that the local burden for the support of schools is also invariably large, is a mistaken one. The local school rate for the city of San Francisco is insignificant, being less than ten cents, which includes local support for high schools and evening schools. This, with the State school rate of 17.8 cents gives only slightly over 27 cents as the entire school tax rate for this city. With this one might contrast the total school tax of 61.7 cents paid by Oakland; 58.4 cents paid by Los Angeles; 59.1 cents by San Jose; 59.8 cents by Stockton, and 86.8 cents paid by San Diego. These last, of course, are centers where the public demands excellent educational facilities. (The contribution of the city to the State high school tax is not included).

The committee has worked out with considerable detail tables showing how proposed plans of distribution would affect counties. It can easily be shown that the scheme of distribution proposed by Superintendent Kirk would benefit very substantially all those counties which, like Butte, Colusa, El Dorado, Glenn, Inyo, Lake, Lassen, Madera, Mariposa, Mendocino, Merced, Plumas, San Beni-

to, San Diego, Shasta, Sierra, Stanislaus, Sutter, Tehama, Trinity, Tulare, now receive a relatively low sum from the State per teacher. On the other hand a few counties would receive less than is now the case. But the committee believe that it is profitless, from the standpoint of public policy, to figure closely just what will be the gain or loss to any county by a new scheme of distribution. Rather should the principle involved be carefully studied to determine whether it is in line with sound educational policy.

Any one interested, however, in finding how any proposed plan of distribution (based on a flat sum per teacher unit, rest on average daily attendance) might affect a particular county can do so as follows: The total number of teacher units (or number of teachers to which various counties are entitled, as estimated by county superintendents in distributing their funds) in 1903-4 was 7,674; multiply this by \$225, \$250, \$300, or \$400 (whatever is the flat sum proposed to be distributed), deduct this total from \$3,694,634 (the amount of State fund distributed in 1903-4 [(p. 197 Report of State Supt.)] and therefore approximately the amount to be distributed in 1904-5 and the remainder will be the amount to be distributed on average daily attendance. The average daily attendance for 1903-4 for the State was 207,693; this divided into the above remainder will give the sum to be distributed on per capita of attendance. Therefore, under a scheme of distribution like that proposed by the committee, a county would receive a sum equal to \$400 multiplied by the number of teacher units in the county, plus its average daily attendance multiplied by the State unit on attendance. The sum actually received by the county from the State for 1903-4 is found by dividing the total State fund as above by the total census of the State (407,398 children) and multiplying the quotient by the number of census children in the county. It must be remembered that the scheme of distribution proposed contemplates no change within the county itself.

In proposing a revision of the present plan of distributing the State fund, the committee, with one exception, finds itself in harmony with the recent recommendations presented by Superintendent Kirk (See Jan. WESTERN JOURNAL for address given in Los Angeles Dec. 22), so far, at least, as principle is concerned. This proposes a flat sum to be distributed to all districts alike on the basis of teacher-unit (seventy census children or fraction thereof) with a remainder to be distributed on attendance. This simply extends to the distribution of the State fund throughout the State the principle which now applies to the distribution of funds within the county. In this way each school is guaranteed a uniform minimum sum on which to maintain school; with a variable additional sum depending on attendance. This recognizes the principle that, within certain limits, the school with the larger attendance deserves

The California Teachers' Association

the more highly paid teacher. In his address the State Superintendent recommended that the uniform sum of \$250 or \$300 should be distributed by the State per teacher unit, the balance on attendance. Several members of the committee believe that a truer basis (though possibly less practicable at present) would be to give each district a flat \$400 per teacher unit, the balance on attendance. With no increase, the State fund now averages about \$481 per teacher unit.

AN INCREASE IN THE STATE TAX

But however perfect may be the new scheme of distribution adopted, it must be clearly seen that it will not increase the total amount of money available for school purposes. It will help some struggling sections, but at the expense of others which may be more able to help themselves locally. But in no part of California are the schools today receiving more money than can be wisely expended. In fact, wherever local sentiment insists on good education, a heavy local tax must be levied. Even in our richer communities today teachers are not receiving a fair compensation, considering the increase in the cost of living. Certainly the committee feels that not enough is being paid to teachers to enable them to render their best service to the community; and equally it is clear that if compensation is not increased, fewer and fewer strong young men and women will be attracted to the profession. The committee therefore felt that sooner or later, if we wish to raise educational standards as the best interests of the State demand that they should be raised, an increase in the State tax for school purposes is inevitable. The Governor points out that the increase of children each year materially increases the necessary tax levy; but it is only fair to believe that each year of prosperous growth for California means a substantial increase in assessed valuation, and consequently in the ease with which taxes can be borne. We believe that all who are interested in the continued growth of our schools should realize that a State tax of \$9 per census child is not too ideal a goal to aim for.

MINOR CHANGES

The committee believes that the so-called \$400 district should be abolished. This would be accomplished by raising slightly the minimum attendance which is necessary to keep a district alive (which is now five) and then allowing the district the same flat amount as other districts — in other words, enough to maintain school for a decent length of term and with a decent salary for a trained teacher. Some small districts would be abolished by this requirement, but in many cases these should be consolidated with

larger districts even though the district had to pay for the transportation of pupils.

The committee also believes that a specified part of the county fund should be set apart for teachers' salaries. It is realized that most boards of trustees administer their funds in the best interests of the schools; but it not infrequently happens that most if not all of the county fund is used for extraordinary repairs, building, etc., which were certainly not contemplated by the makers of the law. These are strictly local expenses. But where the county fund is thus used the salaries of teachers are kept at the lowest possible point, to the ultimate detriment of the school. The writer knows more than one district where the trustees absolutely refused to spend county funds for salaries, but use them for buying fuel, painting the school house, building sheds, etc. The effect in one case is that an assistant teacher worked one year for \$30 per month, and the second year for \$40 per month.

In view of the foregoing considerations the majority of the committee made the following recommendations to the Association with a view to procuring appropriate legislation:

(a) A revised plan of distributing the State school fund so that a minimum of \$400 shall be distributed to counties for every teacher-unit (seventy census children or fraction thereof not twenty, with special provision for small districts) in such counties; and all money remaining after this distribution to be distributed on the basis of average daily attendance of the previous year.

(b) An increase in the amount of the State fund raised by general taxation from \$7 per census child to \$9 per census child.

(c) An increase in the minimum that may be raised by counties from \$6 per census child to \$8 per census child.

(d) An abolition of the so-called \$400 district, putting all districts on an equality so far as flat appropriation is concerned.

(e) Requiring an average daily attendance of eight in order that a district may not lapse.

(f) Requiring that sixty per cent. of the county be set apart for teachers' salary, and that this fund, when so set apart, may not again become part of the general expense fund.

These recommendations were approved by all members of the committee with the exception of Mr. Langdon, who presented a minority report recommending that no changes be made in the present system of distributing the State fund.

DAVID S. SNEDDEN,
Chairman.

The Council of Education

ERNEST CARROLL MOORE
President

J. W. McClymonds
Secretary

An adjourned meeting of the Council of Education was held in the State Normal School Building, San Francisco, on Saturday, May 21, 1904.

Present, C. E. Keyes, James A. Barr, Frederic Burk, A. L. Mann, J. W. McClymonds, O. P. Jenkins, O. W. Erlewine, R. D. Faulkner, E. C. Moore, S. D. Waterman, E. M. Cox

The Special Committee on the Preparation of a Manual for the Teaching of Geography, through the chairman, Frank M. Bunker, made a detailed report of the proposed manual. After full discussion, it was ordered that the committee be requested at as early a date as possible to submit for the consideration of the Council a complete manual on the teaching of geography.

There being no further business the Council adjourned.

A meeting of the Council of Education was held in room 11, Normal School Building, San Jose, Monday, December 26.

Present: Robert Furlong, J. W. Linscott, H. M. Bland, S. D. Waterman, A. L. Mann, C. E. Keyes, M. A. Dailey, O. W. Erlewine, Chas L. Biedenbach, J. W. McClymonds, D. S. Snedden, W. H. Langdon, and President Moore.

The following program was announced for the meeting:

MONDAY, DECEMBER 26, 10 A. M.

1. Report of Committee on the Relations of the Public Library to the School. Richard Faulkner, chairman. Discussion to be led by C. W. Mark, T. L. Heaton, C. E. Rugh, Fred T. Moore, and Geo. A. Wells.

2. Report of Committee Preparing a Manual on the Teaching of History. D. S. Snedden, chairman. Discussion to be led by Clyde A. Duniway, E. E. Brown and E. M. Cox.

3. Report of Committee on Proposed School Legislation. J. W. McClymonds, Thomas J. Kirk, James A. Barr, A. A. Bailey, William H. Langdon, S. D. Waterman, Edward Hyatt, A. C. Baker, James F. Foshay and J. W. Linscott.

4. Report of Committee on Course of Study for Elementary Schools. J. W. Linscott, chairman; E. E. Brown, P. M. Fisher and Fred Moore.

MONDAY, DECEMBER 26, 2 P. M.

5. Report of Committee on State Teachers' Reading Course. Kate Ames, chairman. Discussion to be led by Mark Keppel, D. S.

Snedden, Mrs. M. DeVilbiss, Minnie Coulter and James Davidson.

6. Report of the Committee Preparing a Manual on the Teaching of Geography. Frank M. Bunker, chairman. Discussion to be led by T. L. Heaton, C. E. Rugh, W. A. Kenyon and James A. Barr.

7. Report of Committee on Rural School Supervision. Henry Meade Bland, chairman. Discussion to be led by Mark Keppel, Duncan Stirling, E. E. Brown, D. H. White, D. T. Bateman, Kate Ames, Minnie Coulter and James Davidson.

TUESDAY, DECEMBER 27, 2 P. M.

8. Report of Committee on Preparation of Teachers by Universities. Frederick Burk, chairman. Discussion to be led by E. E. Brown, C. C. Van Liew, D. S. Snedden, Morris A. Dailey and O. P. Jenkins.

9. Report of Committee on Professional Ethics. C. C. Van Liew, chairman. Discussion to be led by Samuel T. Black, J. F. Millsbaugh, James A. Barr, P. M. Fisher, Robert Furlong, E. E. Brown and O. W. Erlewine.

10. Report of Committee on Teaching of Reading. T. L. Heaton, chairman. Discussion to be led by Alma Patterson, E. Louise Smythe and Gertrude Payne.

11. Report of Committee on County Institutes. E. M. Cox, chairman. Discussion to be led by E. E. Brown, J. W. Linscott, Robert Furlong, John Swett and D. S. Snedden.

12. General discussion of unassigned subjects.

13. Election of officers for the ensuing year.

D. S. Snedden, of the Committee Preparing a Manual on the Teaching of History, made a full and complete report, and on motion, it was decided to request the State Association to allow an amount of money not to exceed \$25 to this special committee to carry on a correspondence with County Superintendents of Schools and County Boards of Education relative to the manual on the teaching of history. The manual as prepared was approved by the Council of Education by unanimous vote.

J. W. McClymonds, of the Committee on Proposed School Legislation, submitted a report urging needed school legislation in reference to the distribution of State school moneys, and advocating distribution of school moneys on average number belonging, rather than on census taking. The following are subjects upon which the committee urged school legislation:

The recommendation of the committee in all cases except in the matter of distributing the State school moneys, was adopted by unanimous vote of the Council. The recommendation relative to

the distribution of State school moneys was adopted by majority vote of the Council.

At the afternoon session, December 26, Miss Kate Ames, of the Committee on State Teachers' Reading Course, submitted a report on the work of the committee of the year. The work of the committee was approved by the Council of Education, and the following resolution was adopted and ordered transmitted to the State Teachers' Association for adoption:

Resolved, That the Council recommend that the State Teachers' Association approve of the work of the Committee of State Teachers' Reading, of which Miss Kate Ames, of Napa, is chairman, and that the Association urge the committee to use its utmost efforts to extend the good work to every county in the State."

Frank M. Bunker, chairman of the Committee of Preparation of Manual in Geography, made a full report.

W. A. Kenyon spoke in reference to the work of the committee.

On motion of Mr. Linscott, the following recommendation relative to the Manual on Geography and also the Manual on History was ordered transmitted to the State Association:

Resolved, That notice be given to the State Teachers' Association that a committee, consisting of D. S. Snedden, E. M. Cox, C. A. Duniway, has prepared, at the request of the Council of Education, a manual on the teaching of history, and a committee, consisting of F. M. Bunker, James A. Barr, T. L. Heaton, and Professor Holoway, has prepared, at the request of the Council of Education, a manual on the teaching of geography. That these manuals are specific, and that in the judgment of this Council they would be of great value to the teachers of the State, and we would therefore request that the Executive Committee of the State Teachers' Association be directed to furnish the Council with available funds, and that the Council be directed to take such steps as may be deemed necessary to make these available for use of the teachers of the State."

The resolution was adopted by unanimous vote of the Council.

H. M. Bland, chairman of the Committee on Rural School Supervision, made a full and careful report, and on the recommendation of the committee the following resolution was adopted and ordered transmitted to the State Teachers' Association:

Resolved, That the State Teachers' Association request legislation that will make it possible for each County Superintendent in the State in all counties above and including the thirtieth class, to appoint a Deputy County Superintendent of Schools, the salary of such deputy to be fixed by the Legislature, but in no instance to be less than \$750 per annum, the Deputy Superintendent to be

allowed actual traveling expenses while engaged in the work of supervision."

The committee further recommended that the question of supervision of rural schools be referred to an expert commission of seven members, three of these members to be appointed by the Council of Education, and four by the president of the State Teachers' Association.

This recommendation of the committee was also adopted and ordered transmitted to the association.

The following, introduced by President Dailey, was adopted and ordered transmitted to the State Association:

"*Resolved*, That we, the members of the Council of Education, heartily endorse the above bill as a measure of justice and as one tending to advance the educational interests of the State; and

"*Resolved*, That we further recommend to the State Teachers' Association the passage of a similar resolution."

The Council then adjourned to meet at 2 P. M., December 27.

Room L. Normal School Building, San Jose, Council of Education.

The Council of Education, as per adjournment, met in room L of the Normal School Building, San Jose, December 27.

Present: J. W. Linscott, John Swett, H. M. Bland, A. L. Mann, D. S. Snedden, O. W. Erlewine, R. D. Falkner, E. E. Brown, Robert Furlong, S. D. Waterman, E. M. Cox, O. P. Jenkins, Chas. L. Biedenbach, Wm. H. Langdon, J. W. McClymonds, and Pres. Moore.

C. C. Van Liew, through Professor Miller, presented a report on Professional Ethics. The report was adopted and referred to a special committee consisting of Professor Miller, C. E. Keyes, and E. M. Cox, to prepare a synopsis thereof for presentation to the general meeting for adoption.

Mr. T. L. Heaton submitted a partial report on Teaching of Reading. The committee was continued with a request that a report be made at the next meeting of the Council.

E. M. Cox submitted the report of the Committee on County Institutes. The report was adopted and ordered transmitted to the Executive Committee.

The following resolution, introduced by Mr. Cox, was unanimously adopted and ordered transmitted to the general assembly as the work of the Council for the year:

"*Resolved*, That the Council of Education believes that the teachers' institute is of great value and that the law providing for the same should be maintained; we recommend amendments as follows:

"1. Provision for counties uniting in their annual institute.

"2. Provision for additional funds on account of the changes in the certification law."

Henry Meade Bland, chairman of Committee on Rural School Supervision, submitted the following resolution, which was adopted by the Council and ordered transmitted to the general body for consideration and adoption:

"WHEREAS, The clerical duties of the County Superintendent of Schools consume so much of his time as to make it impossible for him to give that amount of supervision to the rural schools which is so much needed; therefore, be it

"Resolved, That the Legislature of California be earnestly requested to enact the following:

"The County Superintendent of Schools in all counties above and including the thirtieth class, shall appoint a Deputy Superintendent. The salary of the deputy in the different counties shall be fixed by the Legislature, but shall not be less than \$750 per annum and shall be paid from the same fund from which other county officers are paid.

"The Deputy Superintendent shall be allowed actual traveling expenses while engaged in the supervision of schools.

"This act shall take effect from and after its passage.

"Resolved, That the question of the supervision of Rural Schools be referred to an expert commission of seven members, three members to be appointed by the Council of Education, and four by the President of the State Association."

A committee of the Schoolmen's Club of Santa Clara County submitted the following for the consideration of the Council:

"WHEREAS, The new high school law works an injustice in that it leaves the burden of taxation on the localities, either district, union, district or city maintaining the high school, while neighboring districts enjoy full privileges by paying the State tax which is less than a third of the actual expense of educating the pupils;

"Be it Resolved, That we earnestly request the Legislature to amend the high school law as follows:

"1. The supervisors of counties of the first, second, third and fourth classes shall divide the territory under their jurisdictions into high school districts, and require the sustaining of high schools therein.

"2. That high schools be permitted to charge tuition for outside pupils, equal in amount to the difference between the actual expense of instruction and the amount of State aid per pupil."

The above resolutions were referred to the Committee on Legislation.

Mr. E. M. Cox was elected President of the Council and J. W. McClymonds Secretary for the ensuing year. The Council then adjourned to meet at the call of the chair.

Report to the Association

To the Officers and Members of the California State Teachers' Association —

Your Council of Education submits for your consideration and adoption the following:

1. The tenure of teachers' positions.

(a) That a constitutional amendment be submitted that if adopted will make it possible to elect members of Boards of Education and members of Trustees for six years.

(b) That legislation be had so that the term of office of not more than half of any Board of Education shall expire in any one year.

(c) That legislation be had so that if a teacher has not been notified in the month of May that his services are to be terminated at the close of the school year, he is to be considered as elected for another year.

2. A committee, consisting of D. S. Snedden, E. M. Cox and C. A. Duniway, has prepared, at the request of the Council, a manual on the teaching of history. A similar committee, consisting of F. M. Bunker, W. A. Kenyon, James A. Barr, T. L. Heaton and R. S. Hollway, has prepared, at the request of the Council, a manual on the teaching of geography. These manuals are specific and if printed would be of great value to the teachers of the State. We would recommend that the Executive Committee be directed to furnish the Council with available funds to print these manuals, and that the Council be directed to take such steps as may be necessary to make these manuals available for the use of the teachers of the State.

3. We recommend that the Association approve of the work of the Committee on State Teachers' Reading Course, of which Miss Kate Ames is chairman, and that the Association urge upon the committee to use its utmost efforts to extend the good work to every county in the State.

4. We recommend the adoption of the following resolution relative to rural school supervision:

Resolved, That legislation be had that will make it possible for each County Superintendent in the State in counties having fifty teachers or more, to appoint a Deputy County Superintendent of Schools, the salary of such deputy to be fixed by the Legislature, but in no instance to be less than \$750 per annum. The actual

traveling expenses of such deputy, while engaged in the work of supervision, to be allowed."

5. By action of the Council the question of the supervision of schools was referred to an expert committee of seven members, three of these members to be appointed by the Council of Education and four by the President of the State Association. We would respectfully request that you instruct the President of the Association to appoint these members to the end that this important question may be more definitely worked out during the coming year.

6. The following resolution in reference to the equal political rights of women was submitted to the Council and adopted, and is transmitted with the recommendation that the State Teachers' Association take favorable action upon same:

"WHEREAS, a bill is to be introduced in the Legislature at its coming session, to submit to the people at the next general election an amendment of the State Constitution giving to women equal political rights with men,

"Resolved, That we, the members of the Council of Education, heartily endorse the above bill as a measure of justice and as one tending to advance the educational interests of the State.

"Resolved, That we further recommend to the State Teachers' Association, the passage of a similar resolution."

The following action relative to needed school legislation was taken by the Council and is transmitted to the State Association with the recommendation that the same be adopted and referred to a legislative committee of State Association:

1. That a compulsory educational law be amended so as

(a) To make it obligatory upon Boards of Education and Boards of Trustees to enforce the same.

(b) So as to make the number of weeks that a pupil of fourteen years of age is to attend school, thirty-two weeks, or the entire term, and that a child of school age younger than fourteen is to attend school the entire term.

(c) To amend any other general particulars as the Legislative Committee may deem important.

*2. That the school revenue derived from the State be apportioned to the counties on the same general basis that the County Superintendent apportions funds to the districts.

*3. That increased revenue for the use of the school be provided by increased taxation of both the State and county.

*See Committee on Resolutions.

4. That a constitutional amendment be submitted so as to permit of the including of the evening schools in the State school system.

5. That (a) provision be made in law for county institutes to unite in the holding of their annual institutes.

(b) That provision be made for additional funds for use of the county institute.

6. That the law of vaccination be so amended as to charge the health authorities with the administration of law and not the educational authorities.

The President of the Council appointed Mr. D. S. Snedden, H. M. Bland and J. W. Linscott the three members of the committee of seven of which it is recommended that the President of the Association appoints four, to consider the matter of rural school supervision and to report to the Council at its next general meeting.

Transmitted to the State Association by vote of the Council.

Respectfully,

J. W. McClymonds,
Secretary of the Council.

* * *

Report of Committee on Professional Ethics

The question of professional ethics can no longer be regarded as one of either controversy or mere theory. It is several years since this issue has been identified with educational progress in this State. The theoretical phase has been threshed out. There has been no controversy to speak of, for none can be found to quarrel with the dignity or good name of his calling. The emphasis upon the need of some professional code for the teacher came at an opportune time. It served to stimulate new thought along the line of the social position of the teacher. It has, perhaps, at least in a measure, enforced a deeper appreciation of the truth that any profession will continue to appear petty which does not become conscious of moral values peculiar to its field; that if it would give the impression of worth in comparison with other professions it must be an ethical as well as an intellectual force. This is a principle long recognized in other professions than that of teaching. If the schoolmaster has at times appeared, and been branded, as whimsical, petty, narrow (and he has), it is because his sense of values and forces has at times been cultivated only with respect to indifferent issues, that he has lost his view of the whole of human life in his pursuit

of its fragments. The first step in self-recovery is social self-justification, possibly self-rectification.

But the discussions that have taken place have not been without fruit. This report will now undertake to indicate briefly (1) what has been done, and (2) what may yet be undertaken.

To begin with, the idea of giving expression to a teachers' professional code found a ready response in a number of teachers' gatherings. The Teachers' Association of Northern California was the first to move. In October, 1901, it adopted resolutions which took an advanced position in the matter.

The most influential stand was taken in December of the same year by the California Council of Education and the State Teachers' Association, both of which adopted the two following tenets, presented in a report by John Swett: "First—It shall constitute unprofessional conduct for any one holding a teachers' certificate to submit any argument or plea in obtaining or retaining a position, other than those constituting evidences of professional competency, or knowingly to permit any other person in behalf of applicant to do that which is defined above as unprofessional conduct on the part of the applicant.

"Second—It shall constitute unprofessional conduct for any one holding a teachers' certificate to seek a position which is not legally vacant."

Another report prepared for the State Teachers' Association by Henry Meade Bland, and adopted by that Association, was somewhat more extensive in its statement of points. It contains features well worthy of further careful consideration on the part of the school world, and these features will be touched later in this report.

That these reports had effect is evidenced in the fact that the State Board has adopted the above tenets formulated by John Swett, and declared that violation of the same shall constitute evidence of unprofessional conduct as referred to in the school law of the State (see par. 5, section 1521, Political Code).

A number of the County Boards have also taken the matter up. As an instance of what they are doing the following, adopted by the Board of Education of Napa county, in approval of resolutions passed at the Institute in the same county last October, may serve:

"First—It is the sentiment of this Institute that no teacher while under contract should give up a position in one district to take a better one elsewhere without the consent of the Board of Trustees. The welfare of the school should be considered as well as the interest of the outgoing teacher. We believe that teachers should deal

with trustees as they would have trustees deal with them—strictly on the square.

“Second—No teacher should apply for the position of another unless said teacher knows that a vacancy is about to occur in that district, either by resignation on the part of the teacher or by action of the Board of Trustees.

“Third—Any teacher who offers to take a position in a school at a lower salary, for the sake of getting the place—that is, underbidding—is guilty of unprofessional conduct.

“Fourth—All vacancies that occur in the schools should be filled from the very best material. Political, fraternal, and friendly pulls that would put a teacher into the schools regardless of merit should be utterly discountenanced.”

It will be seen, therefore, that the issue has not remained merely in the realm of theoretical discussion in the larger teachers' gatherings. The ideas developed there have re-echoed through many teachers' institutes, to find ultimate practical expression in the stand which some such authoritative body, as the State or County Board, has taken.

Nor have the practical results been confined to the teachers alone; they have extended also to employing bodies. It cannot be gainsaid that the general discussion which has been in the atmosphere has been productive of wholesome influences upon the political administration of Public Schools. For example, it was men who had heard of, and believed in, these things, who had, perhaps, taken part in their discussion, that set about the gradual development of a system for the selection of teachers in San Francisco, which while it is yet not perfect, far surpasses that of most large cities. It is interesting to note that it is still developing. In this connection we should remember that a simple plan for the betterment of practice, once set on foot, very commonly leaves marks which are ineffaceable, which become matter of fact bequests from one administrative body to another.

Let us refer to another notable illustration of this character. Some three and a half years ago the following statement of policy was formulated by the Board of Trustees of the State Normal School at San Francisco:

“WHEREAS, State Normal Schools are supported and should be conducted for the sole purpose of supplying public schools with teachers of the highest efficiency; and

“WHEREAS, The Trustees of the San Francisco State Normal School desire that the school shall be so conducted that a certificate of graduation therefrom shall be esteemed an honorable distinction

by the holder thereof, as being a certain guarantee of thorough training and proficiency as a teacher, and so recognized by school officials;

"Now therefore, be it resolved,

"First — That it is the determined policy of this board that the faculty shall be selected, as heretofore, upon a basis of merit alone, wholly uninfluenced by personal or political interference or consideration, and the Trustees therefore require that all applications for positions in the faculty shall be first submitted to the president of the school, who will nominate to the Board those whom he may deem most competent and meritorious.

"Second— That the president shall continue to maintain the present high standard of admission to the school, and his judgment and decision in individual cases shall be final; and when, after a fair trial, it shall appear to him that a student shows an incapacity to become a thoroughly efficient teacher, it shall be his duty to discourage the student from further attendance at the school.

"Third — That the president shall certify to the Trustees for graduation only those students who can be confidently and honestly recommended to school trustees, superintendents, boards of education, as teachers of undoubted capacity."

This policy has been the actuating principle of the board in question.

In all the experience which has been had on this issue one thing has become increasingly apparent, viz.: we are bad in our practises far more from unreflective imitation than from motive. It would be difficult to trace the origin of very many of our bad practises in school administration; but it is quite evident that they continue and are even intensified almost wholly by the process of unconscious social contagion, e. g., men who have been accustomed to the disposal of acknowledged political plums, such as the attaches of the Legislature, very naturally carry this method of bringing personal influence to bear into the filling of educational positions without any thought of its natural reaction upon such work. In other words, politicians tend to do what they find politicians doing; teachers tend to do what they find teachers doing, and a large per cent. of all this doing is thoughtlessly imitative. But it is equally notable that the moment some thinker among them takes a decisive stand, he makes others think, and that when the issue is put squarely before those involved, they begin to yield to it, if they yield at all, from conviction of its justice. The method of reform indicated is this: First, bring a great need to the attention of people; then show how it may be met by securing an application of better practical measures at certain definite points. The issue under discussion, professional ethics, has already been brought

to the attention of the State's school world, as a *need*, and has to some extent found a field of operation. It is the further function of this report to suggest in what practical directions this field may be extended. Let us answer first from the viewpoint of the teacher.

Teachers should be brought thoroughly to understand that their real and best success ultimately depends, both for themselves and for those whom they serve, upon these practises:

1. The submission of evidences of professional fitness and experience only, in seeking positions.
2. The acceptance of no aid which goes beyond such evidences.
3. The seeking of no position which is not known to be vacant or about to be vacant, except requested to do so by proper authorities.
4. No underbidding others for the sake of a position.
5. No breaking of contracts, verbal or oral, for the sake of a better position, except with the consent of the Board of Trustees, and in such a way as to injure the work of the school least.
6. The transaction of all professional business and the discussion and adjustment of all matters of professional controversy solely with the properly constituted authorities.
7. A loyal and co-operative spirit in those teachers' understandings and organizations which are clearly for the good of the calling.

These seven points might possibly be added to. They, at least, have the virtue of being practical and definite things to be recognized in the professional activity of the teacher. And every one of them represents practises which have not uncommonly been disregarded by some teachers. They need, therefore, to be brought to the attention of teachers repeatedly for the sake of cultivating a wholesome opinion on the subject; and they need some stimulus to enforcement by those whose influence will be respected.

There can be no doubt that effective work in behalf of professional ethics cannot be undertaken, except those authoritative bodies which teachers must naturally respect, can be brought to take the right stand, can in a measure be also educated to some sense of what their duty is in this regard, either in influencing the choice of teachers, or in employing teachers. That such stands are possible has already been illustrated by this report. It remains to show what the nature of their policies should be.

Almost all institutions concerned with the training of teachers, universities, normal schools, etc., are today maintaining or developing bureaus of appointment for their graduates. Here is the opportunity for an institution representative of both authority and moral force, to exert right influence. It goes without argument that the same principles which have already been stated as binding upon

individuals in seeking positions, should be equally binding upon institutions in seeking positions for their graduates. It is a matter of common knowledge in this State that a certain university president as quickly recommends graduates of other institutions as of his own, providing they represent in training and experience, equal fitness for the position in question. The institutional bureau whose policy is known to be marred by the attitude of "special privileges and special recognition for the graduates of *our school*," cannot lay claim to sound or safe methods.

But every one of these institutions to which comes the opportunity of making appointments should be known among its students and graduates for some such principles as these:

"We shall not aid those graduates in either securing or holding positions who are known to us to have been guilty of unprofessional conduct, especially in seeking and retaining positions.

"We shall make fitness, as demonstrated by training and successful experience, and never mere graduateship, the basis of our appointments and recommendations."

This report should go further and say that these institutions for the training of teachers, belonging to the same commonwealth, should co-operate in the application of the principles just stated.

The next institution bearing relations to this problem, to which this report should call attention, is the teachers' bureau, or agency, organized for commercial ends and unconnected with any school. It is a known fact that its methods are often such as to invite practices among teachers which this report has fully condemned.

It is known, for example, that agencies have sometimes placed several teachers in correspondence for the same position in such a way as to foster unwholesome competition,—and they should not. It is known also that their methods have sometimes fostered frequent changes and short tenure of office,—and they should not. Finally, it is known that they have sometimes advanced the interests of their applicants where those interests could as yet in no wise be justly concerned,—and they should not.

Where the teachers' bureau undertakes to fulfill the important function of fitting teachers to positions, it is dealing with high moral issues. The commercial ends of the agency must be subordinated to these moral issues. None of these bureaus will receive the final stamp of public approval until its methods are such as will not foster personal rather than professional competition of teachers, short tenures of office and frequent changes, or the tendency of teachers to interest themselves in places not yet vacant.

Lastly, your report comes to the attitude of employing bodies. With these long and persistent labors in propaganda must be under-

taken,—labors which will have their effect. Those who represent boards of trustees must be brought to reflect upon the very issues which it has been the business of this report to discuss. It is altogether probable that the majority of them have never thought of such things, have never for a moment suspected that the rightness and beneficence of any of their acts could be questioned. Our aim must be the cultivation of public opinion and official conscience to the point at which employing boards themselves say to teachers:

1. We shall consider applications only in cases of actual vacancies.

2. We shall only consider those applications which submit solely evidences of professional fitness and experience.

3. We shall deal with teachers on sound business principles and require them so to deal with us.

C. C. VAN LIEW, Chairman.

* * *

Report of State Teachers' Reading Course for 1904

As individuals, destiny is not about us but within: ourselves must make ourselves. This is pre-eminently true of a staff of teachers. Its efficiency depends upon the keenness of grasp and understanding of the individuals. No matter how elaborate the equipment, or the efficiency of the supervision, ultimately the whole situation depends upon the professional equipment and natural aptitude of the teacher. If her character, ability, and skill does not call forth the best energies of the pupils into educative work, the success of the school is minimized. To the degree that each is able to command the attention of the pupils, to call forth their energies and direct these energies into educative work, to that degree will the schools be efficient. What is made out of a school study depends upon the idea, the viewpoint, the personality that is brought to bear upon it. Small ideas produce small, primitive, fixed results. Hence the idea brought to the conduct of a school is a matter of the deepest concern. "Only a scholar can breed up scholars, and, only, a hopeful, hard-working, and studious teacher can breed up the hopeful, hard-working, and studious men and women that our country needs and demands of the schools."

While teachers have never been compelled to face the fierce competition which segregates the poor, the mediocre, the efficient of other professions, the present scant supply has removed this

incentive to growth or individualism, yet at the same time the standard has been so raised that the numbers added to the force each year come with adequate preparation for beginning work.

They have a good, broad, academic training, but the close student of these teachers realizes that the preparation is only for the beginning and that the university or normal graduate does not, as I have sometimes heard it hinted, come with preparation sufficient for all time.

The State can ill afford to spend so much care and money upon the preparatory training of its teachers and then leave them to drift alone, as so many do, into an attitude of mind that was so well expressed in a letter to me recently:—"what makes you work so hard? That is such a good way to shorten one's days. What thanks do you get? Take the advice of one who has tried it and stopped it." We who have struggled up through these questions to the light, fully appreciate the feeling and the conditions which bring it about. We have again and again watched conscientious, pains-taking workers doing their utmost under the severest criticism, while the appreciative and kind word was often forgotten. Frequently the promotion is neglected because, if the supervising officer advises, some nominal friend may become an enemy. Thus much good, well-trained material is allowed to dwarf.

Will you not agree with me that the most strenuous efforts of the superintendent should be engaged in leading out in right directions, in co-ordinating the general aim, in setting the standard of efficiency? Should there be a strenuous effort that the individual teacher should feel the responsibility for her school? The supreme duty of the superintendent, it seems to me, as well as the most difficult one, is to search out and utilize ability. He should direct his attention to securing the right attitude of mind toward the work, the daily enrichment of thought for the recitation, and the study of the reaction of the individual child mind to the work presented.

If this is true, and I believe you will agree with me that it is, then should not the knowledge and ability to study, gained in the years of preparation, be consciously shifted to a keener, closer study, if this were possible, of the ideals of attainment and the methods of reaching these ideals with the least possible expenditure of the time and energy of the pupils?

This problem of professional growth involves all the individual and all the social factors. The two seemingly antagonistic forces of selfhood and comradeship are complementary, and the teaching staff is one in spirit, one in aim, one in work. There may be broad contrasts in spirit, method, and treatment, but a common foundation and impulse underlies all. Present conditions seem

to demand that the teacher shall know more, teach more, and be more of a living force: that the teacher shall place a high standard upon himself: that in him culture and power shall be united.

The State Teachers' Reading Course is a device for directing attention toward such standards and ideals. It should be a growth and as such should be subject to change in order to meet varied conditions and new insights. It should aid in keeping knowledge vital: it should add to consistency and general worthiness. When the reading course of a county is organized to enlarge vision of subject-matter and method, to set the standard of efficiency, the reflex in teaching power is great. It becomes a normal school of high type. Theory and practice go hand in hand and one helps the other. The daily work is checked and criticized by the reading. The teacher becomes a student of problems involved in her work. School topics are treated with the seriousness, the care, the searching method which mark the scholar. In thus seriously grappling with problems, with methods of treating topics, with the comparison of practice and theory there is a whetting of original thought, there is analysis of results, a deepening of the foundation, and keen mental discipline.

The great expansion of the reading habit among teachers is a crying need which the efficient teacher readily recognizes. To the County Superintendent the reading course offers an opportunity to unite all the efforts at supervision. The standard which is set for the subjects discussed at the institute will readily lend itself as a standard for judging the work of the individual teacher. Progress is the present-day word of command and the school is no exception. The superintendent must face the fact that the efficiency of his staff will not rise above the standard set for it. The first step forward is the most difficult one, for each advance opens up and compels the next step. Certainly of all people the teacher has need of that fullness of knowledge and breadth of view which comes, only, from reading. She should have a keen relish of all that is good and reasonable. The best teacher is the one who often looks up from her own work, who is a diligent student of life and things.

Soon after the organization of the State Teachers' Reading Course and my appointment as chairman of the committee, I sent out question-*aires* to the county and city superintendents of the State. About half replied. These replies showed sixteen counties interested in the reading to the extent that they were carrying on some phase of it in their respective counties. One city superintendent was doing systematic work with his teachers. Seven more counties expressed interest and intention to take up some systematic work. Replies were received from five counties and two cities where no interest whatever was expressed. Three counties

had attempted the work at some time but had dropped it for lack of interest. The failure of the half to reply may be attributed to various reasons. Lack of interest, a putting off for a more convenient time, or perhaps the reason that more frequently than any other makes me consign questions to the basket,—that I do not like to see the truth in black and white.

During the year, I have received inquiries from a number of county and town superintendents, but more teachers have written making personal inquiries about the course, so that I am quite sure that if statistics had been gathered in December instead of February there might have been a better showing. But these statistics will more properly come in the report of your chairman for next year.

The following cover the main points made in reply to the question:—What is the value of such a course to your teachers?

“It keeps the professional spirit of the teacher alive, and is about the only means I know of to keep up her life and enthusiasm.”

“It increases the value of the teacher by giving her better teaching ability.”

“Keeps them awake; they continue to grow professionally.”

“Produces a better attitude toward the work of the school, and keeps them abreast of the times and is a source of inspiration where inspiration is most needed.”

“Self-improvement, consideration of school problems, and general culture.”

The following are comments by teachers as to the value to them personally:

“To my mind some systematic preparation for institute is indispensable. The preparation can assume no better form than that of a carefully prepared reading course. The benefits derived from such a course are innumerable. I shall, however, mention but a few—

“First—It is a powerful unifying force. It gives the teachers common ground on which to stand and on which to meet one another professionally and socially.

“Second—It gives to the intelligent, earnest teacher a different viewpoint of school work. It lifts her out of the danger of ruts and places her upon higher ground in a clearer, fresher atmosphere.

“Third—And most important, is its value as shown in its reaction on school work. In order to do good work, a teacher must be alive. She must be awake to the responsibilities resting upon

her. This life and activity she can get only through contact with other minds and hearts.

“Institute work, as well as other work needing organization, is apt to be a series of lusty blows which hit nothing.

“If a county superintendent be one who is so wide-awake to the possibilities of his office as to undertake the mapping out of a reading course we may take it for granted that he knows why he is doing it. With this as a premise it is safe to say that the underlying aim will best show itself, in its entirety, at the county institute and give direction to the work done there. What, then, is the value to the teacher of the county reading course as a preparation for institute? It stands in much the same relation as the study of the text book does in the preparation for the recitation. First, it throws the teacher into the proper line of thought. Second, it covers the ground to be gone over. In a word, it places the teacher in the student attitude—the right one for institute work. She is just ready for the broadening, deepening, revealing work of the instructors. But further than this, if she has taken the reading up earlier in the year, she has been doing far more than text-book work—she has been an experimenter in a significant sense. If the reading she has done does not help her with her work its value is indeed less than it should be. Constant attempts at application open her eyes to facts. Theories are good and facts are good. One must fit into the other. The instructors can furnish the one and the teacher, through experience, can help with the adjustment to the existing conditions. Hence she comes not only with an apperceptive mind but also as a contributor of knowledge of real value. These two elements will make the very germ of a good institute—the discussion ending with a number of questions given by the superintendent which are closely connected with the general discussion, from another helpful phase of the institute work. Then there are the private talks between the teachers—the ideal round-table because natural. The great gain is in giving definiteness of aim both to thought and action.”

To get at the status of reading among the teachers of the different States and to secure suggestions for the conduct of our own reading course, I sent out a different questionnaire to the State Superintendents. The replies were prompt and full and considerable printed matter was forwarded. These replies showed that twenty States have organized a State Teachers' Reading Course, and others reported county organizations. One State reported that a course had once been carried on and that the intention was to reorganize. In Utah a committee had just been appointed by the Biennial Convention with the State Superintendent as chairman. This report stated that the Teachers' Reading Course work has proved itself of

so much value in many other States that the committee was "entering upon the work with considerable hope and pleasure."

In reply to the question as to the benefits to be derived from such a course the following cover the main suggestions:

"It has greatly improved the teaching force."

"It broadens scholarship, creates a professional spirit, and puts teachers in touch with the best thought on educational subjects.

"Our reading course was organized twenty years ago and I believe that no other single agency has done so much for the teachers of the State."

"Such work is beneficial in elevating educational sentiment, promoting right educational thought, and in animating wiser and more strenuous effort."

"It makes stronger and better teachers, and keeps them in touch with modern methods and prevents their falling into ruts." "It keeps up the habit of study."

"There is encouragement in knowing that others are doing the same work."

"The benefits of growth and development are too self-evident to be discussed."

The following statements came from States in which no course was organized:

Superintendent Skinner says: "I heartily approve, however, of the idea of providing courses in professional reading for teachers, and the arguments in favor are so plain that they do not need to be stated here."

"Such work has been discouraged in the State of Wisconsin on account of the well organized institutes that are in vogue here."

"The benefit of such a course to a teacher is excellent, providing some means may be provided for examining the teachers upon what they have read."

From Providence comes this statement: "We have several local town and city organizations of teachers, and libraries are quite general, so that teachers are provided with means of self-culture, if they wish them."

In looking over the courses outlined for the different States, I find some of the books in our course of this year appear in several of them. Among these are:

Chubb: Teaching of Reading.

Arnold: Reading, How to Teach It.

McMurray: Special Method in Reading.

Henderson: Education and the Larger Life.

Griggs: Moral Education.

Davidson: Education of Wage-Earners.

Kirkpatrick: Fundamentals of Child Study.

Duttons: School Management.

KATE AMES, Chairman.

The County Institute

The California County Teachers' Institute has been of inestimable value to the educational interests of the State. The past is unquestioned. The institute of the present day has been attacked from all sides. In this day when there is nothing too sacred, too venerable or even too insignificant to escape our questionings, our pessimism, our vigorous attacks, the Teachers' Institute has been assailed from without and within. We are again and again confronted with the questions — (a) What good can an institute do, and (b) Does it give sufficient returns on the investment?

Institutes developed in America at about the same time as the normal schools and for about the same reasons. The purposes of institutes are variously stated, but these can be classified under about *four heads*: General Scholarship, Professional Knowledge, Inspiration, and Social Communion.

In earlier times the first of these was the most important because of the limited opportunities which those who wished to be teachers could avail themselves of. So the institutes became a sort of summer school to prepare teachers for examinations. As the standard of scholarship required of teachers has advanced this first purpose has become less and less important and by many is claimed to have disappeared. I do not believe that the time has come or will ever come when the institute will not be able to serve teachers well in regaining knowledge, in freshening and polishing the wits of the teachers who must so constantly associate with the young and immature minds. Besides there is new and fresh information that may well form a part of our institute program.

Again it is argued that inasmuch as a large percentage of our teachers are now trained in our universities and normal schools in methods of teaching, psychology and school management, there is no occasion for continuing such work in the institute.

This might be true if our methods were eternal, our psychology fixed and our school management stereotyped. Every phase of the moon, however, brings to us new and valuable suggestions under all these heads. Until a better plan is devised, the institutes must serve as a transmitting agent between the discoverers and promulgators of new theories and methods and the teachers.

Inspiration and enthusiasm form no small part of the successful teacher's equipment. We have yet devised no method of distributing these valuable products, sterilized and undiluted. Few teachers are able to manufacture their own and still fewer seem to be able to carry an unlimited supply. The institute can perform an im-

portant service in recharging the teachers with enthusiasm and lofty ideals.

Good institutes have ever been a season of communion. I think I never heard any one attempt to describe the value to an earnest teacher that a week's association with other thoughtful and enthusiastic teachers can be or has been. I know better than to attempt it.

These are the purposes for which institutes have been held. Do not these same needs still prevail? Even granting that the trained teachers of the present gain nothing from a week's institute in the way of education and professional equipment, they are just as needy as the untrained of enthusiasm, inspiration and social communion.

The charge has often been brought against our institutes that they are not worth what they cost. This is particularly the complaint that finds favor outside the teaching profession. It has been easy for the economist to figure out the large sums expended in the employment of institute instructors and the payment of teachers' salaries during institute week. The State Superintendent's report shows from ten to twelve thousand dollars expended each year for institute expenses. The salaries for eight thousand teachers for three days or a week added to this cost must swell the total outlay to \$130,000 per annum, or more. After figuring up this large sum on the debit side, he has endeavored to count up the credits.

He is here confronted by a problem which he is not competent to solve. How much is the knowledge worth which the teachers gain from an institute and carry back with them to their schools? How much shall be credited on the ledger for the new methods and suggestions that go into every school room in the State? How much of this great cost shall be balanced by the vigor, higher ideals, stronger purposes, and contagious enthusiasm which each earnest teacher has imbibed during this season of communion with the best teachers of her county and the educational leaders of the State? It is a difficult matter to weigh enthusiasm and ideals with dollars. By avoirdupois the dollars will have the best of it. Educational matters must have other standards applied to them. Horace Mann once advocated a large appropriation for the establishment of a reform school and stated in his argument that it would be money well spent if one boy were reformed. An old friend of his afterward asked him if he really believed what he said; Mann replied: "Yes, if the boy were your boy or my boy."

The institute question is not one of cold dollars. It is always difficult to measure immaterial things in terms of material, but that which comes to every real teacher from an institute is so indispensable to her work that to my way of thinking the cost is insignificant as compared with the profits. To those who are differ-

ently constituted the money cost may appeal more strongly than the sentiments that so envelope the whole institute question.

After your chairman had pretty fully thought out his own views on this question he thought it might be of service in making this report of value to obtain the views of superintendents and teachers on certain questions relating to this subject. Pursuing this idea the following questions were duplicated and sent to all city and county superintendents in California. Though I received replies but from twenty-four of those addressed I believe that these replies fully represent the sentiments of our own superintendents.

The questions were as follows:

1. What are the chief purposes which determine the character of your institute program?

2. Do you favor repealing all laws relating to teacher's institutes?

3. If not, can you suggest any amendments which you may deem desirable?

4. What plans have occurred to you by which the institute can be improved?

5. What classes of teachers are not helped by the institutes now held in your county?

Teachers—ungraded schools.

Primary teachers—graded schools.

Grammar teachers—graded schools.

High school teachers.

6. (a) Does your institute help the teacher trained in a professional school?

(b) Does it help the untrained teacher?

(c) Which is most benefited?

I endeavored to tabulate the answers carefully and to bring about as much of a condensation as possible. In reply to the first question the superintendents stated that the character of the program was determined as follows:

1. Observing the schools and finding where special help is needed (12).

2. Inspiration (8).

3. Culture (6).

4. Social and recreative needs of teachers (4).

5. Help for young teachers (3).

6. Subjects most poorly taught (3).

7. Broader outlook (2).
8. Unity of work (2).

Superintendent Hyatt of Riverside said: "I try to supply inspiration, uplift, culture for the teaching body as a whole, and special assistance in the things I have seen the teachers needing as I visit schools."

The superintendents are unanimous in opposing the repeal of the law, save one who left the questioned unanswered. Six say that no amendments are needed, five others have none to suggest. The others had suggestions to make as follows:

1. Provide more funds on account of loss from certificate fees (4).
2. Provide for counties uniting in holding their institutes (3).
3. Longer institutes of the nature of summer schools (2).

There were other suggestions, but all of them can be readily summarized under these three heads:

1. More funds.
2. Union of county institutes.
3. Longer sessions.

The suggestions for improving the institutes were numerous and difficult to summarize. Two had no suggestions to offer. Four said more systematic reading should be done in preparation for institutes. Three said that there is too much on the programs. Three advocated having the teachers do more work and less listening. Two believe that the institutes should be at the State Normals or at the State University and two believe that the best way to improve them is to improve the superintendents who make the programs.

The teachers who are least helped by the present institutes are the high school teachers, so report ten superintendents. Five say the self-sufficient teachers are not benefitted; three say the indifferent teachers are not helped and three pronounce those who care only for their pay as being without profit. One says none are helped much by our institutes. One superintendent from a populous county says the teachers of the ungraded schools are helped least.

The untrained teacher is helped most is the report of twelve. Two say it is the trained teacher and nine say that there is no difference in this respect and that it depends upon the teacher.

Those who give preference to the trained teacher do so not for what she gets in relation to her needs but in quantity she is able to

carry away more. They would agree that the untrained teacher can least afford to have no institute. On the other hand all would agree that the institute is of incalculable benefit to the trained teacher and would not think of abolishing it if all were trained teachers.

In addition to these questions I asked each superintendent to "Name at least one teacher in your county thoroughly competent, of at least four years' experience, under each of these heads: (a) Ungraded country school; (b) Graded town or city school."

I selected one name from each of these classes from each report and sent to them these questions:

1. Have you found the annual teachers' institute helpful? Please give reasons why they have or have not been so.
2. Have you been most helped by these institutes by receiving through them (a) instructions in methods of teaching; (b) instructions in school subjects; (c) inspiration.
3. Are you in favor of abolishing institutes?
4. If not, should compulsory attendance be abolished?
5. What suggestions can you make as to methods of improving the institutes?

I received twenty-one replies, representing teachers of all classes and from all parts of the State.

All of them say that they have found the institutes helpful, but one of them said not equal to the cost. The reasons why they were helpful were given as follows:

- Coming in touch with other teachers (8).
- Influenced by able lectures (8).
- Obtain high ideals (7).
- Obtain enthusiasm (3).
- Brings one in touch with higher institutions (2).

According to these teachers the institutes are chiefly helpful in giving inspiration. All but one of them received this. Seven say they are of value in giving new methods. Two teachers suggest, what seems to me to be an important point, that in their earlier teaching they gained much from the institutes in methods, but later the institutes were chiefly valuable to them in giving inspiration.

All but two opposed abolishing the institute and one of these two gave a conditional answer. Three who are opposed to dispensing with it intimate that there might be something better.

With one exception the teachers believe in compulsory attendance. This one teacher says that teachers should not be compelled to attend if they are willing to lose their pay.

The suggestions they gave for improving the institutes are numerous. Those who are familiar with the institutes will scarcely find anything new in the suggestions though there may be something new for each county. These are the suggestions:

- Able instructors, chiefly from abroad (8).
- Sessions are too long each day (4).
- Section work should predominate (3).
- Summer school plan should be adopted (2).
- Sessions continue too many days at a time (2).
- Halls should be commodious and well ventilated (2).
- The discussion of some strong pedagogical book (2).
- Program should keep close to school work (2).
- Work should be outlined for teachers to pursue for the year (2).
- Teachers should do more talking (1).
- No reading from manuscripts (1).
- Institutes should not be run by men (1).
- Program is too cut and dried (1).
- Should be work for teachers to do (1).
- Exhibit of school work (1).
- Teachers should be allowed to visit schools instead (1).
- Abolish institute and employ an expert supervisor for the schools (1).

The testimony of both teachers and superintendents very strongly reinforce my conviction that there is no reason for abolishing the institute. I believe most emphatically that Paul's exhortation to the Hebrews is especially applicable to teachers: "Let us not forsake the assembling of ourselves together." Some other plans have been suggested for doing this but they seem to me to be impracticable for most counties. Besides, I believe that at least once a year, every county superintendent should have the teachers of the county together, that he may get a hold upon them and they upon one another. There should be a unity of interests and of action such as can come only from such conferences.

There are probably some amendments which would be advisable. The conditions are so different in the various portions of the State that considerably more latitude should be permitted by the law.

I see no reason why some counties should not unite in holding their institutes. The change in our certification law has considerably decreased the available funds so that there is probably just casue for asking for more money. It might be possible, also, to permit attendance at an approved summer school to the substituted for attendance at the regular sessions of the institute. I hesitate in accepting this suggestion because I doubt whether any summer school is a proper substitute for an institute planned to supply the needs of the teachers of a particular county. The discussions of courses of study, plans for promotion, and all topics of local interest should reach every teacher in a county.

The more I have studied this question the more I am convinced that the best method of improving the institutes is to improve the superintendents who prepare the programs.

I feel sure that if every superintendent were a first-class teacher, trained in a first-class professional school, the greatest possible good could be done for the institutes. This is no reflection upon the superintendents we now have who are putting forth their utmost endeavors to do what is the very best for their schools, but only another plea for putting the management of the schools in the care of those who have studied to prepare themselves for such work. As are the superintendents and the teachers so will be the institutes. The superintendents see no reason for abolishing or changing them and the good teachers seem to be almost a unit in their favor. Who else should have permission to speak or can speak with any authority?

E. M. Cox,
Santa Rosa.

County Board of Education Organization

ROOM C

P. M. Fisher, Oakland,
Chairman

A. A. Bailey, Martinez,
Secretary

Session of County Boards

San Jose, December 27, 1904.

The County Board Section of the State Teachers' Association met in room C of the Normal School Building. President P. M. Fisher in the chair.

A short account of the action of the Executive Committee in preparing for the present meeting was given and explanatory circulars read, after which reports of the sub-committees were made as follows:

REPORTS OF COMMITTEES

1. COMPOSITION OF COUNTY BOARDS

Chairman Jas. B. Davidson read the report showing that the different Boards of Supervisors had, as a rule, selected the best obtainable material in their several counties, a large percentage being graduates from the State University and kindred educational institutions.

A motion to adopt the report and to continue the committee for another year was carried by unanimous vote.

2. RELATION OF COUNTY BOARDS TO HIGH SCHOOLS

Chairman E. H. Walker made a partial report stating his inability to give all the desired information owing to there being no representative of county high schools on the committee.

On motion it was ordered that additional members to represent county high schools be added to the committee and the committee be continued for the next year.

3. COMPENSATION, MILEAGE AND EXPENSES

Chairman E. B. Wright reported that answers to a circular letter sent out showed that a great majority of those interrogated desired no change.

A discussion followed which indicated that a change in the law provided for actual traveling expenses would be more satisfactory to members and be more equitable than mileage as now allowed.

The chair asked that a resolution to that effect be prepared. No further action was taken.

4. CERTIFICATION OF TEACHERS

Chairman Mark Keppel stated that his report had been very carefully prepared and left in an accessible place in Los Angeles. From his knowledge of the subject matter he made a verbal report urging that the law and the State Constitution be made to conform.

A recess was then taken until two o'clock P. M.

5. PROMOTION AND GRADUATION OF PUPILS

Chairman W. A. Kirkwood stated that the committee had been unable to agree upon a majority report. The separate reports were read, and, after much discussion, a motion prevailed referring the matter back to the committee, which was on motion increased by adding Mr. Willms, Miss Jones, and Miss Coulter thereto with directions to report December 28th, at 9:30 A. M.

6. LEGISLATION

Chairman W. S. Willis being unavoidably absent the Secretary read a majority report supplemented by suggestion by D. C. Clark. On motion, the discussion of the report was continued until December 28th.

The section then took a recess until Wednesday, December 28th.

Wednesday, December 28, 1904.

The County Board Section met pursuant to adjournment, President Fisher in the chair. The minutes of Tuesday, December 27th, were read and approved.

REPORTS OF COMMITTEES CONFIRMED

The report of the Committee on Promotions and Graduation of pupils being in order, Chairman Kirkwood of Concord, read a report signed by a majority of the committee, which on motion was adopted.

The report of the Committee on Legislation being next in order, E. H. Walker of Hanford offered three resolutions embodying the views of the section on the majority report. Mr. Mark Keppel

of Los Angeles offered a substitute for the first resolution which, after amendment, was adopted together with the second and third resolution making the report of the Committee on Legislation as follows:

"1. *Resolved*, That we favor the present method of certifying High School teachers with certain modifications, to-wit: That the list of accredited institutions shall be largely increased; that each special high school credential shall specifically state the qualifications upon which the credential is issued, to the end that County Boards of Education may be enabled to comply with the Constitution in issuing certificates.

"2. *Resolved*, That we believe that the public interest would be best served by returning to the County and City Boards of Education the power to adopt supplemental books, de novo, since these bodies are directed by law to prepare the course of study.

"3. *Resolved*, That the power of the County Boards in the granting of special certificates should be extended rather than curtailed.

On motion the annual dues of members was fixed at 25 cents.

The report of the Committee on compensation, mileage, and expenses was again taken up and a resolution offered by Mr. Walker to recommend actual traveling expenses to members in place of the allowance for mileage was on motion rejected.

The chairman of the section declared election of officers next in order. P. M. Fisher was re-elected President, J. J. Zielean of Tustin, Vice-President, and A. A. Bailey of Martinez was re-elected Secretary of the section.

On motion of Mark Keppel, it was ordered that school supervision be given a place on the program for the next annual meeting.

Mr. Keppel offered the following:

"*Resolved*, That it is the sense of this section that the Secretary be instructed to notify the President of the California Teachers' Association that the President of this section should be made a member of the Executive Committee of the Association.

The resolution was adopted unanimously.

Thereupon the section adjourned.

A. A. BAILEY, Secretary.

P. M. FISHER, Chairman.

San Rafael, Cal., November 14, 1904.

MR. P. M. FISHER,

Chairman County Board Organization,
California Teachers' Association —

Dear Sir — Upon receiving notice of appointment as chairman of the sub-committee on the Composition of County Boards, I sent to each member of the committee the following letter:

“ San Rafael, Cal., September 12, 1904.

“ _____

“ _____: As you have, no doubt, been informed by Mr. Bailey, Secretary of the County Board of Education Organization, you have been appointed on a committee on Composition of County Boards, of which I have the honor to be chairman.

“ The work to be done by this committee is to consider and investigate the relation of the County Board to the school system of today, to establish its present necessity, to carefully outline its duties, and to speculate upon the responsibilities, which by virtue of an evolving system shall rightfully fall upon, or be assumed by such boards in the close-at-hand future. And from such investigations and such considerations discuss what should characterize the personnel of County Boards of Education.

“ The attainments, the experiences, the training, the professional attitude, the responsibilities of position, etc., which recommend, warrant or entitle one to a place on a County Board of Education, should be fully considered.

“ I here outline a suggestive division of the subject and method of investigation:

“ First — The personnel of existing boards,— sex, education, training, experience, position held at the time of appointment, etc.

“ Second— The present duties of boards as determined by law: How well these duties are discharged: Uniformity in discharging these duties: In the discharge of their duties have boards become simply formal? or do they exercise judgment? How many certificates have been issued on credentials? How many refused during the year? What authority do boards exercise over promotions? over graduations? What influence on the customary work of the school?

“ Third — Appointment of members: Is the present method satisfactory? Is the term of office long enough or should it be increased to four years? What modifications in the present plan would you suggest? Should the board be entirely made up of teachers? (Submit to superintendents).

Fourth — Future changes in the duties of boards: Things to be given up, the examination of teachers, the granting of certifi-

cates on credentials (this implies that diplomas of graduation be considered certificates), the making of courses of study, and the graduating examinations for pupils.

“New powers to be acquired; to make promotions from grade to grade, to pass upon entrance to high school, to assist in supervision of schools, to determine the nature and the amount of supplies to be used in schools, to conduct teachers' meetings for the discussion of regular school work and for club work, to recommend teachers to fill vacancies, to recommend teachers for promotion.

“Fifth — Other States having county boards: their appointment, duties, term of office, compensation, qualifications, etc.

“This division of topic is simply suggestive. Realizing that the time for carrying out such an investigation is short, I have taken the liberty to make the following allotment:

“First — Alfred Dixon.

“Second — W. J. King.

“Third — Miss J. B. Jones.

“Fourth — W. W. Wilson.

“Fifth — J. B. Davidson.

“The questions suggested are not arbitrary nor fixed. They may be changed or substituted by the investigator.

“When the investigation is finished send a report of it, together with your own opinions, to me. Should time not permit the making of such an investigation, then write your own opinions, which shall be included in the report to the chairman of the County Board Organization.

“Yours sincerely,

“JAS. B. DAVIDSON.”

Sub-division One — No report on this part of the work has so far been received.

Sub-division Second — To this I received the following report:

County Boards are not simply formal in the discharge of their duties but are in all matters directed by judgment.

Boards exercise a control over promotions by directing teachers to set examinations to their classes and to submit the questions and the results of the examinations — the papers and the marking — to the board for review.

Boards prepare questions for graduation and in many instances conduct these examinations; in other cases they review the marking of graduation papers; and in still others, in addition to reviewing

the examination, review the last term's work of the graduating class.

Sub-division Third — The following report was received:

The present method of appointing members of the County Board is perhaps as satisfactory as any that can be hoped for at this time. It is as free from the charge of political favoritism as any other except election, and entirely free from many of the evils of an elective system.

For efficient members the term is not long enough. It should be increased to four years. Two years scarcely familiarizes a new member with the work.

The board should have one member who is not a teacher — preferably the superintendent (who, by the way, should be a teacher).

Sub-division Fourth — The following report was received:

Teachers' examinations shall not be given up, at least not until there is an abundant supply of trained teachers.

Granting of diplomas of graduation and certificating on credentials shall not be discontinued by County Boards.

All answers agree that courses of study should be made by County Boards.

Examinations for graduation should be prepared and given by County Boards. Answers to this were modified by some who do not approve of examinations at all, but while examinations are necessary and unsupervised teachers have charge of so many schools, no better plan could be suggested.

No one offered anything to be given up. One suggested that it would be wise to increase the authority of boards to the end that the entire control of local educational affairs should be in their hands.

About half agreed that promotions from grade to grade should be in the board's hands. The remaining half thought it would be fatal to all good schools. A few suggested that with the assistance of the teacher boards should promote.

All but one agreed that boards should pass on entrance to high schools. The one dissenting would agree if high schools were of a sufficiently high standard. (The committee does not question the high standard of our high schools).

No one would give boards, as at present constituted, the power to recommend teachers to fill vacancies. Nor would any one give them the right to recommend teachers for promotion.

No one wished to go on record as favoring any further increase in the duties and powers of County Boards of Education.

The member of the committee sending in this report, gives it as his opinion that this — the supervising of school work — is an important duty yet to be acquired by boards.

Receiving no reply to the suggested inquiry as to the professional standing of members of Boards of Education, at the eleventh hour I sent out the following letter to the superintendents:

“ San Rafael, November 26, 1904.

“ _____: Certain data is desired by a committee on the Composition of County Boards of Education. Enclosed are blanks which you will kindly give to each member of your board to fill out or fill out yourself and return at your earliest convenience.

Name
 Occupation
 Date of appointment on B. of Ed.
 Number of years you have served.
 Position held at the time of appointment.
 Position now held.
 Experience prior to appointment.

Training —

1. University with Pedagogics.
 Without
2. State Normal School. . . . Other Normal.
3. Other Schools, Public or Private.

Grade of Certificate? —

1. Primary
2. Grammar
3. High School

Certificate Granted on? —

1. Examination? In what Co.?
2. Credentials? What?

Yearly Salary Received? —

1. As teacher?
2. As Member of the Board?
 (Signed)
 County.

From the 285 letters sent out 145 answers were received. From these the following report has been compiled:

The 145 reporting consisted of 97 men and 48 women; 140 of these are teachers, 1 a hotel-keeper (formerly a teacher), 2 lawyers,

1 dentist, 1 housewife (formerly a teacher), and 1 court reporter (formerly a teacher).

They have had an average experience, as teachers, of 5.9 years before appointment; and have served, as members of boards, an average of 5.3 years.

Seventeen were, at time of appointment, principals of high schools, 58 principals of grammar schools, 2 teachers in high schools, 59 teachers in grammar schools, 4 teachers in primary schools, and 5 following occupations other than teaching.

Twenty-nine of those reporting are now superintendents, 16 principals of high schools, 55 principals in grammar schools, 2 teachers in high schools, 36 teachers in grammar schools, 1 teacher in primary school, 1 not teaching at present, and 5 in other occupations.

Thirty-six have had university training with pedagogics, 17 university without pedagogics, 36 State normal school, 23 other normal schools, 59 other schools public and private, and about 20 have had training in two or more of the ways named.

Eighty-nine have obtained their certificates on examination and 51 on credentials.

The average yearly salary obtained, as teachers, is \$830, and as members of the board \$162.

The individual reports show that members of boards have advanced in position during the period of time they have held office, which implies competency and a progressive spirit.

The members of County Boards of Education thus appear to be fairly representative of the teachers of California. They seem to be selected, in general, from teachers, tried, experienced, and successful; and when once selected to be retained in office.

The last inquiry was made with a view to compare our Boards of Education with similar organizations in other States. It has not been completed and must therefore be left out of this report.

The indications from this last inquiry, so far, are that our County Boards have scarcely an exact parallel, that the part of our system relating to controlling and directing local and State school affairs is one of the most simple, direct, and effective; and that the Californian teacher and member of a Board of Education cannot very well better his conditions by migration.

Respectfully submitted,

JAS. B. DAVIDSON,

Chairman Sub-Committee County Boards of Education Organization.

High School Teachers' Association

GRAMMAR HALL

OFFICERS AND EXECUTIVE COMMITTEE.

President.....	Dr. A. W. Scott, San Francisco
Vice-President.....	J. C. Templeton, Santa Ana
Secretary.....	A. E. Shumate, San Francisco
Fred H. Clark.....	San Francisco
George A. Merrill.....	San Francisco
C. L. Biedenbach.....	Berkeley
E. M. Cox.....	Santa Rosa

Professional Ethics

During the last few years there has been much talk upon the subject of professional ethics, yet the professional morals of school teachers have declined. Discourses on this subject are of no value unless they accomplish something in the lives and deeds of teachers. At present no profession is looked down upon more than ours. It is a common remark, "He is only a school teacher." And the reason for this is evident. Teachers have brought about this condition by their own acts. To present to you the relationship that teachers should bear to one another, to school officers, and to the public, in order that they may rank with the professions of law, medicine, etc., is the object of this paper. I hope, moreover, to present the subject so that teachers will see that concerted action is necessary for the extirpation of professional evils.

The medical profession has, perhaps, the best developed code of ethics to be found among professional men, for the reason that physicians have long been compelled to associate more closely with their fellow craftsmen than others. In order to secure uniformity in medical practice, a code of ethics was published about fifty years ago, under the authority of the American Medical Society, and has since been revised and enlarged from time to time. An unwritten code had existed from earliest times, as in our own profession, but had been only indifferently observed. You may question: "Is a written code of ethics among *teachers* necessary?" Do not we all know what is right, and are we not honest enough to do the right?" I reply: "If all knew absolute right, all would follow it; but

humanity has *no absolute* standard of morals, hence the necessity of written laws."

In this State, steps have already been taken to frame a code for teachers, notably by the State Board of Education and by the Sonoma County Board. But their resolutions are not sufficiently explicit. There should be no doubt regarding the specific acts to be condemned.

Before going farther, let us consider the difference between professional and other work. All labor is divided into skilled and unskilled; and the former into trades and professions. The difference between a trade and a profession lies mainly in the fact, that a professional man is skilled in mental operations, while a tradesman displays manual skill. Further, a profession requires more years of preparation than a trade, and for this reason it should not be entered unless one has decided bent and ability in that direction. To approach professional work in any other attitude is unprofessional. Having spent many years preparing for professional life, and at last finding it uncongenial, one is more loath to venture, and at last finding it uncongenial, one is more loath to venture into a new field than a tradesman similarly placed. Consequently he remains in his profession and continues his unprofessionalism. The professional teacher — that able man who loves his work and succeeds in it — should not, however, vow never to forsake his field. He must, as a citizen, be willing to take a larger view of life, and to do that which is best for him as a citizen. If the teacher is to stand as a model of citizenship to the pupil, he must represent a broader citizenship than that merely of a school teacher. Yet a school teacher must be distinctively a school teacher: he must not be obliged to be a farmer, a lawyer, or a book-agent during the summer, that he may live to be a teacher during the winter. In so far as a teacher is a farmer, a lawyer, or an agent, in so far does he lose the respect of the community, and of himself. In short, teaching must cease to be an avocation and become a vocation.

To do his whole duty the teacher must keep abreast of the times; he must attend educational meetings; he must be *content* (though he may not be satisfied) with his position; he must be willing to work overtime, and during vacations; he must study parents and children; he must mingle in society; he must not become known as one whose time should not be intruded upon except on business; he must do all these things in order that the full development of citizenship in him may not be dwarfed. On the other hand, a teacher should not become so lost in the race for popularity, that he fails to remember his duty to the child.

The State educates the teacher and in return for the outlay, made by the State, there is an implied obligation on the part of

those educated, to teach. If the graduate does teach, there is an additional obligation upon him: to be professional in the widest sense. Our State Board has recognized this: it has recognized also, that since the State educates teachers, it may also regulate their professional conduct.

Forming of character should be the highest aim of education. If the State is so careful to fit teachers intellectually for this high calling, why should it neglect to require of them also the highest standard of character? I do not mean to insinuate that the character of teachers is in *all* respects low. I am talking about their lack of professionalism. Nothing in character is too good to present to the youth of our land, and no salary is too high, provided it secures that high intellectual and moral standard that is desired. Unless the character of the teacher is above reproach, he fails to become unified with his pupils, and with his fellows. "Unless unity be established, there can be no school." Teachers must realize unity if they expect their classes to do so.

I remarked before that society looked down upon school-teachers and sneered about honor among us. Considering the numerous causes of this, we might mention the attitude of teachers toward one another while seeking election, and the methods adopted for securing positions. How fatal to the self-esteem of a teacher must it be, to travel the length and breadth of a State looking for a position, and yet even good teachers are compelled to do this, for those less worthy have carried this practice so far that Boards of Education practically require personal applications from all candidates. Often these boards officially ask from five to twenty persons to apply in person, to say nothing of the number unauthoritatively asked to appear by individual members of the school board. As a result, positions are often put up at auction and knocked down to lowest bidder. A more contemptible practice is that of directly bidding for positions. A practice that has directly resulted in the reduction of salaries, and has led to the insertion of advertisements in the daily papers, said advertisements implying that the position will be awarded to the teacher asking the lowest salary. Still another practice which lowers teachers in the estimation of the public, is that of seeking election by political means. I know of at least one position in this State, which was secured by a candidate's making use of his lodge influence; by inducing the minister of his denomination — think of it! — to make a personal plea for him; by requesting his political acquaintances (most of whom had no means whatever of knowing his ability) to send letters to the board in his behalf. The extent to which he carried this may be estimated from the no doubt exaggerated statements of the secretary of the board,

that over one hundred letters reached him recommending this candidate.

But criticism and publication of our failings is worth little unless they produce a better condition. In order that the purpose of this paper be fulfilled, I shall now present what I consider the remedies necessary to elevate teaching to the rank of the other learned professions. The solution consists in the adoption of a code of ethics and the organization of teachers to enforce that code. Such a code of ethics should deal with (1st) the relationship of teacher and employer, for here is the point of greatest ethical strain; (2nd) with the relationship of teachers to one another; and (3rd) with the teacher's relation to himself.

The following provisional code of ethics will serve to illustrate what I mean:

It shall constitute unprofessional conduct for anyone holding a teacher's certificate: (1st) to apply for a position not legally vacant, or known to become so at a specified time. It is assumed that a teacher will be re-elected unless the Board of Education, or the teacher, states the contrary. (2nd) To present any argument in attempting to secure a position, except those showing moral, intellectual and physical ability. (3rd) To engage anyone to present his qualifications to school officers, or knowingly to permit anyone to present his qualifications, except a regularly constituted agency. (4th) To reveal his religion, politics, or lodge or club affiliations while seeking a position, or to reveal the religion, politics, or lodge or club affiliations of any of his competitors to any school officer. (5th) To make a personal application for any position unless officially requested to do so by the school board. (6th) To frequent saloons or other objectionable places, or to appear in public under the influence of liquor.

These, or similar laws, cannot be enforced without organization. There must be some means of determining when the laws have been violated and to enforce the penalty. The power to issue, suspend, and revoke certificates, rests with the State, and County Boards of Education. In order to enforce our code, some common ground must be found upon which we can harmonize with these officials. Some way also must be found to secure the active co-operation of school trustees.

The plan I propose is as follows: When any teacher or school officer complains to the President of the County Board of Education, of the unprofessional conduct of a teacher, the President of said board shall appoint a committee from the teachers of the county, to investigate such alleged unprofessional conduct, giving the accused opportunity for a fair hearing, and to report to the

President of the County Board. If the committee finds the accused guilty, the County Board will be expected to take appropriate action. Or the County Board may investigate the offense without the aid of a committee. I mention the President of the County Board as the officer to whom complaints shall be made, for our County Superintendents are already overworked and our County Boards have too little to do.

I suggest these committees as the best means of dealing with professional problems under the present law. The present law is bad. There is no appeal from the decisions of County Boards. The proper use of a committee will afford some measure of appeal. However, the Legislative Committee has this matter in hand, so I will not pursue the matter further.

In order to secure the co-operation of school trustees, I propose that circular letters, embodying such resolutions as may be adopted, together with a plan for the guidance of trustees in selecting teachers (which plan should preferably emanate from the State Superintendent's office, or at least from the office of the County Superintendent). I propose that such circulars be sent to the County Superintendents of this State, to be by them forwarded to each Board of School Trustees in their respective counties. By this means we shall reach all the parties most vitally concerned — Superintendents, teachers, trustees. School Superintendents have neglected what I consider one of their most important duties, namely: that of assisting trustees in selecting teachers. Perhaps they have refrained from urging their services upon Boards of Trustees, under the impression that they would be criticized for usurping authority, or rewarding political henchmen. Fortunately the time has passed when County Superintendents are looked upon as party men; they are now held in the same regard as our Judges. Therefore, trustees will welcome the assistance of one experienced in matters of which they know little. Trustees will be only too glad to co-operate with the Superintendent if they are thereby enabled to secure better teachers.

Now, I do not claim that we can legislate character into people, any more than we can legislate intelligence into them, but we *can* regulate practices and so eliminate much that is objectionable.

In a last word, I wish to emphasize the importance of organization, if we are to secure to ourselves any of the benefits which arise from professionalism. The doctors, the dentists, and the lawyers are organized to advance the standard of their professions. No one criticises them for organizing. Rather, they are commended for it. If they are praised for uniting to secure harmonious results,

how much more should we, who deal with even more vital problems — how much more should we be commended!

But I am not sanguine of immediate and radical changes. No change involving large numbers of people ever takes place rapidly. But some improvements can and must be effected immediately. I have, I believe, shown the necessity for reform, and outlined the direction it must take; but error cannot be overcome by words. Forgetting the proverbial narrowness of pedagogues, let us join together for the uplifting of our calling and the redemption of our honor.

I thank you for your attention.

J. C. CHRISTENSEN,

Principal Point Arena High School.

* * *

The School a Social Center

In the crowded districts of a few cities, school property has been used for other purposes than educational centers for some half dozen years. During the past twelvemonth there seems to have been an almost simultaneous awakening of interest in this subject in widely separated districts scattered all over the country.

A year ago most of the printed matter treating of the wider use of school property was confined to educational and philanthropical reports and journals. But the popular periodicals — both monthly and weekly — have given much space to the subject.

It seemed best that this paper should present a resume of present day conditions and tendencies. During this convention, I have heard many times the statement that the function of the public schools is to develop citizens capable of maintaining and perpetuating the democracy.

VARIATION IN METHODS

This was the original purpose in making the schools public. It has remained, but the methods employed have so varied that at times almost a revolution seems to have taken place.

All who have read Dr. Brown's "The Making of our Middle Schools" must realize that our present system is a growth, the

extent and "branching" of which were hardly foreseen by those who planted the seed.

Our distinguished visitor, Jacob Riis, has classified education under the three h's as being of the head, the hand and the heart.

At first the end was sought by training the head during the impressionable period of childhood and the curriculum consisted largely of subjects valuable as a means of mental discipline.

The opportunities were increased. Courses of studies became modernized. The value of history and science was recognized for familiarity with present day problems must make for intelligent citizenship.

Then came the establishment of manual training schools and technical and professional colleges. There was criticism and doubt. Some feared paternalism in government. Some argued that the many were taxed for the benefit of the few. But these schools and colleges have already justified themselves on the ground of good citizenship. In the end, that is best for the State which is best for the individual, and that democracy is safest, the majority of whose citizens are self-respecting, self-supporting, property owners, whether that property be land, goods or skilled knowledge.

And now comes the movement to educate for citizenship through the last of the three h's — the heart, and the method is a recognition of the social instinct and its value when rightly directed. What are the conditions which have brought about this movement? How can the public schools be of service? There can be no question but it is their privilege — their duty — to be of service.

RECENT ECONOMIC CHANGES

The centralizing of the population in cities has led to an enormous increase in the price of land. In consequence, the home has changed from the house to the flat, to the apartment. I do not now refer to those conditions where the apartment has been reduced to a single room, but to those conditions normal to every modern city, with or without slums.

The yard has become the back lot, the alley, and finally for open space the dwellers must take to the streets. Parks and plazas are within walking distance of but few of the inhabitants. Few of these spaces are provided with playgrounds for children and almost none have sitting-rooms and reading-rooms for adults or furnish

any recreation on chilly evenings when the people who earn their living during the day are at leisure.

Within easy distance of almost every home is the school house which represents a large amount of capital invested, and this capital throughout the year is yielding returns only during one-fifth of the time. (This estimate is on a basis of the ten school months to the year and eight school hours per day). We should have larger returns from our investment in school lands and buildings. Moreover, our compulsory education laws, when there are any, effect the pupils during the impressionable age of childhood. It is calculated that less than $4\frac{1}{2}$ per cent. of our people attend the high schools, colleges, universities and professional schools. But *all* of our people are citizens, and it is necessary that the public schools — whose duty it is to prepare for citizenship — come in touch with this $95\frac{1}{2}$ per cent. who never go beyond the grammar grade, and serve them to the end that the State shall be better served.

While a large proportion of percent have passed the "impressionable age" so valued by educators, they have not passed the age of eager interest and earnest, matured endeavor.

USE OF COUNTRY SCHOOL HOUSES

Most country school districts have never lost the habit of using their own things. I remember when I was a child that our district school house was the center of all sorts of neighborhood social activities. A farmers' lodge met there. There were debating clubs and spelling matches, with now and then a lecture or musical entertainment. On election day school was closed that the building might serve as a voting booth. Sunday school met there regularly and now and then there was preaching. There was, of course, no thought of using the school grounds out of school hours. There was no need of it. We had the whole wide country to play in.

Now I am sure that this school house ministered to a real need in serving as a neighborhood meeting place and I am also sure that this service did not tend to undermine home influence,— did not form in the people a habit of going outside of home for anything that home could supply. In cities with their large percentage of foreign population not yet acquainted with American customs, with the stress of living, the specialization of activities, we have lost this habit of using our own things. Our needs have become too complicated to admit of an easy solution. The men elected to administer our school affairs are not our neighbors. We do not know them personally. We expect them to see that the school property is kept in good condition and the easy way to do this is by means of locked

doors and fences. I have known such buildings to rust out through disuse, dragging out a dishonorable old age.

A SOCIAL NEED AND THE DIFFICULTY OF HELPING

This recent movement of making the schools a neighborhood social center is simply an attempt to make both ends meet. Here is the need. There is the means of satisfaction. Between them stands some prejudice, some timidity, much honest ignorance of ways and means and more indifference — the deadly inertia of those who will not help themselves.

EXPERIMENTS IN THE EAST

Naturally the stress of these new conditions was first felt in the large cities of the East — Boston, New York, Chicago and others have already attempted many solutions, all of which are of value to us.

It was of course in the tenement districts that the need of open spaces for light and air and children's playground was first felt. The saloon already furnished a meeting place for adults, especially for men, where their social instincts could be gratified — those instincts to which so much that is best in our civilization is due.

PHILANTHROPICAL SETTLEMENTS

It was private philanthropy,—both individual and organized,—which first attempted to meet the needs of the children. Settlements of various kinds,—church and college organizations leading,—were established in the most crowded districts. Here diminutive back yards were furnished with swings and sand bins and here a few could take their turn at play. Clubs for various purposes, educational and social, were organized and encouraged to make the settlement house their headquarters. Night classes ending in a social half-hour were established for the benefit of those who — to become breadwinners — had cut short their school years. Classes for women provided instruction in the household arts,—sanitary living, wholesome and economic cooking.

It would be idle to enumerate all the services rendered to the community by the social settlements. They are mentioned here simply to call attention to the fact that they recognized a real need, and the opportunity for service. While they reached and directly benefited a very few, they proved an invaluable object lesson, and indicated the right direction for those mal-contented to take who soon began to question, "Why should we be mendicants, when we

ourselves own great properties? Why receive alms when we are rich?"

So it came to pass that a limited number of school houses and grounds were opened after school hours and on Saturdays, Sundays and holidays to be used according to the needs of the particular neighborhood.

Sometimes a gymnasium was established, sometimes a literary or social club, sometimes a course of lectures on economical and industrial topics of interest to working men was given. Night classes for working boys and girls were formed, and classes in domestic science for mothers. Sometimes all of these activities were carried on in one school building. The vacation school also found its rightful place in the public schools.

There will be published in the WESTERN JOURNAL OF EDUCATION for the benefit of any one who is interested, a list of references to reports and articles dealing with these first efforts toward municipal support and control of neighborhood social centers. Here I can indicate but briefly the nature of the service. That such service is needed the reports plainly show, for though hundreds were accommodated, hundreds more were turned away.

Who can say that all these associational activities are not essential in laying the foundation and building the structure of good citizenship? Greater opportunities for individual choice in the spending of the recreation period are needed so that the man may — if he choose — satisfy perfectly normal desires amid decent, healthful surroundings; so that the boy need not belong to the street gang to satisfy his tribal instincts, his love of leading and being led; so that the woman, the girl, may find higher standards of personal neatness and individual usefulness than those set by the street and the dance hall.

We may as well face the fact that the making of good citizens costs money — more than we have ever yet spent. True economy is the wise expenditure of money — such amount and kind of expenditure as will insure adequate returns. The public has expensive needs, but it has great resources. Private philanthropy — the endowments of rich men — cannot and should not supply our needs. They are of use during the experimental stage. They serve as object lessons but, as I have before said, only the public is rich enough to serve the public.

You will note in all these reports that these branches of social service were first supported by private contributions managed usually by civic improvement clubs or women's clubs, and are gradually

passing under the control of some one or more of the city's boards and supported by appropriations from the public funds.

THE LOCAL COUNCIL OF WOMEN

I am indebted for much of my data to the Local Council of Women of San Francisco. An outline of their work cannot fail to be of value to those interested in this movement.

Exactly one year ago, the Council, in accordance with the suggestion and acting under the direction of the Collegiate Alumnae, commenced a thorough investigation of the subject of school socialization. Its work consisted in gathering and disseminating information on this subject to the end that an aggressive public opinion might be formed which should result in the improved construction of new school buildings, the remodeling of old ones, and the establishment of a social center board and fund: in short, the establishment in San Francisco of Municipal Social Centers.

The membership of the council consists of 37 women's clubs about the bay. The council was established for the purpose of carrying on such lines of work as could best be accomplished by the united action of all the clubs. Some of these clubs have already had experience in such social service, but it is not the purpose of the council to support or manage any such activity. Its purpose is to induce the city to undertake the work. Workers volunteered from the associated clubs and were divided into committees.

First — A committee was formed to investigate the work along this line already accomplished by other countries and cities. Letters were written to mayors, councilmen, school boards, civic clubs and philanthropic organizations. Friends abroad were induced to investigate and report conditions in foreign countries.

Replies from 21 of the largest cities in this country were received. From municipal reports, educational reports, and magazine articles a vast amount of information was obtained and reduced to systematic order.

Second — Within San Francisco an investigation was made of all city property, such as parks, libraries, school grounds and buildings and income-bearing property. Situation, size, present use, and possibility of wider use were noted.

Third — A third committee investigated all organized efforts for local betterment in San Francisco, such as college settlements, boys' and girls' clubs, neighborhood houses and institutional churches. The object being to obtain information in regard to

methods of rendering such public service, the need of such service and the scope of the present activity.

Fourth — A fourth committee examined the State laws and municipal ordinances and charters to learn what provision for social service had already been made by and for the public, what further provisions are needed, and what work can be legally undertaken.

This data has been reduced to order and some of it has been printed in pamphlet form for distribution, and today the council knows what it wants and will direct its activities for the coming year — and as many more years as are necessary — toward the establishment of municipal social centers, the wider, more effective use of public school property, thus insuring greater returns to the community from money invested in such property.

I have given this detail of the council's work because their problems are not entirely local ones and their solutions, even those which do not "prove up," cannot fail to be of value to any neighborhood which feels the promptings of an awakened "communal consciousness."

EXTENDED USE OF SCHOOL BUILDINGS

A limited service may be rendered the community by merely opening to the public, under suitable supervision and restriction, the grounds and buildings when they are not otherwise in use. The expense in such cases would be that of light and heat, extra janitor service, and a salary of an attendant. Class-rooms may be used for club and reading-rooms, while the space of the play grounds is of value even without apparatus.

It is impossible to suggest any change to which there are no objections. But these objections are usually due to difficulties in bringing about the change rather than to the change itself. Many large cities where play grounds are most needed have no play grounds left around the school buildings. Class-rooms are apt to be too large and many of them are unbearably ugly and forbidding.

ECONOMY IN MANAGEMENT

The further utilization of the public school plant means that wise economy which insures greater returns for money invested. To stop spending is not economy. There should be a closer correlation of Municipal Boards. These are frequently jealous of one another's influence and interests. Even with wise economy in spending and a correlation of the various branches of the city gov-

ernment, a large increase in the expenditures which makes for good citizenship is needed.

New school buildings may be constructed to give wider service to the neighborhood at little additional cost, but the equipment of these and the salaries of the attendants calls for money. In cities where this form of municipal activity has been carried out for some time, it is claimed that the increased expense is more than met by a decrease in the expenditure for police courts and jails. But surely, the value of such service cannot be entirely measured in money.

PLAN OF SCHOOL BUILDINGS

The nature of the service will vary in different neighborhoods, but as the needs of any neighborhood will vary with time, all new buildings should be designed to satisfy a wide range of interests.

Basements should be made light and airy, provided with showers and with rooms—easy of access from the street—which may be used for gymnasia and manual training quarters. On the main floor may be a branch library and reading-room provided with newspapers and periodicals. The class-rooms on this floor should have provision made for storing school apparatus and children's books, so that the rooms may be used for other purposes. The building should be lighted with artificial light, and at least one attendant should be in charge until 9 or 10 o'clock at night.

Few of the grade schools are now provided with auditoriums. The fact that auditoriums should be on the ground floor, easy of exit in case of fire, and that little children should not have too many steps to climb, means that few auditoriums will be placed in primary school buildings, but grammar and high school buildings should be provided with a general meeting place.

The nature of this wider service indicated in part by the following topics:

Evening schools, both elementary and high, for pupils over 14 years of age.

Courses of lectures for adults.

Vacation schools.

School gardens.

Branch libraries and reading-rooms.

Neighborhood clubs, vocational and social,—especially athletic and musical clubs.

Play grounds and play-rooms for children, to be used on Saturdays, Sundays and holidays, and after school hours.

HIGH SCHOOL

It is to the high school that the neighborhood will naturally turn for its intellectual stimulus and gratification.

STUDENT ACTIVITIES

It is during the high school age that the social activities of most young people first become independent of the home. Within the school these ventures are classed as "student activities." Here, I believe, we have one of the best tools, if skillfully handled, for public service, and it is here that we may find hints toward determining what the nature of that service may be.

What Dr. Brown calls "the instinct of association" has led to all sorts of school organizations. These fall easily into three classes:

First — School and class organizations.

Second — Vocational, such as athletics, debating clubs, etc.

Third — Fraternal, secret societies.

Membership in the first depends largely upon geographical position and time; in the second, upon individual choice and native ability; in the third membership is determined by election.

The first corresponds to our political units of country, State and city; the second to those voluntary organizations of adults for mutual improvement and service; the third to the exclusive social and pleasure clubs of adults.

The limits of my paper do not permit me to discuss these various activities but simply to point out the tendency of the first two classes: (1) to increase the use of school property, and (2) to bring the community more closely in touch with the life of the schools, and (3) to bring all classes of the community together. To quote again: "It is becoming in an important sense the mission of our schools to help our people of all social and industrial grades to *understand one another.*"

Surely this is a paramount need in a country like ours, whose population consists largely of emigrants from many lands.

This "instinct of association" is just as strong in those young people who have not been able or who have not elected to continue their school days through the high school. While the school may not be able to benefit them through its course of study it still may be of service to the State as a center for the social life of these young people. What is the difference to the State whether the glee club

is a school or a neighborhood organization? Its members are indulging in a healthy activity amid wholesome surroundings.

The problem of utilizing to a fuller extent public school property is a much broader one than the high schools alone can solve but in many communities the beginnings of a solution can best come from them. The pride of the community is usually centered in its high school; student activities are more vigorous and have already created a home feeling for the parents. The high school is more apt to be ready to render immediate service through the construction of the building.

SUMMARY

To summarize: (1) The public schools exist in the interest of the State for its own protection.

(2) The methods by which the schools have rendered service to the State have varied since their establishment but steadily the schools have become more and more altruistic, serving the State best when they best satisfied individual needs and increased the opportunities for individual development.

(3) Present economic changes centralizing the population in cities call for a fresh adaptation of means to ends, a more perfect correlation of the city's organisms and a fuller utilization of the public service plant.

(4) Economy along the line of wise spending is essential.

(5) Tendencies within the schools themselves, made apparent through student activities, indicate a method of satisfying a healthy need. The final word I again quote from Dr. Brown:

"The tendency of our secondary education which will in the end promote the truest patriotism is the tendency to look to the highest good of all mankind.

"This is only another way of saying that as our schools grow more national, they should also grow more truly humanistic."

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L. B. BRIDGMAN.

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An Inveterate Error

Two years ago I had the honor to present to the High School Teachers' Association a report on the subject of Formal Discipline. In that report I attempted to show that the doctrine of formal discipline is an antiquated, unpsychological, and horribly wasteful encumbrance in the work of education. I have given the subject much attention since that time and the views which I then expressed have not been abandoned, but rather confirmed by further study. Because this subject is of vital moment to the success of our work, and because wrong views upon it are causing us to rob our children of the best years of life in the vain effort to teach subjects and parts of subjects that are of no importance to them now, and can be of no use to them in after life, I want, with your permission, to take it up again and to point out what seem to be the dangers of the doctrine.

The most important consideration for one who undertakes any piece of work is, what am I trying to do? What am I seeking to accomplish? Where am I going in this venture? A knowledge of the end will usually disclose the means to be employed, whereas if the end is not clearly in mind, fumbling and a vain waste of time are about the only results which can come from the process.

Definiteness of aim is of just as much value in the schoolroom as it is in agriculture or in commerce. What are studies for, is the question of questions for every teacher. We have a right to ask that

the physician shall know why he employs anti-toxin in one case and hydro-therapy in another, and it is right that he should be held to a strict accountability for his procedure. Just so society has a right to demand that when a child is sent to school and taught the subjects of the course of study, the teacher to whom he is entrusted shall know why he is instructed in them, and what methods of presentation will best accomplish the result which is desired. We do not forget that medicine is a more definite science than education, but the science of education is already sufficiently definite to supply a goodly measure of this indispensable knowledge to any practitioner who will carefully consult it. What would you think of a ship master who should put to sea without a destination and should simply splash around for the allotted time of the voyage and then put back to port? There are not words enough in the language to indicate our disapproval of such a pilot, yet it sometimes happens that the teacher goes into the schoolroom without a destination and simply splashes around without going or trying to go anywhere from its beginning to its close. The process is wasteful, cruelly wasteful; it robs us of the one thing which we want most and have least of—time.

When you teach arithmetic, geography, literature, algebra, geometry, latin, science, where are you going? What do you teach them for? There are two historic answers to this question—the one, that studies are valuable because they impart a knowledge of things needful to be known; the other, that studies are valuable because they discipline the mind, improve its faculties and enlarge its powers. Mental exercise is the magic thing which is trusted to accomplish these results.

We are in the habit of speaking of the mind as acting in three different ways—thinking, feeling, and willing or doing. What effect does exercising the mind in one of these directions have upon its activity in the other two? Specialization of industry requires some men to spend their days in theoretical work. Their minds are exercised in thinking, but are not greatly improved in other directions, as the world with unerring instinct declares when it calls them theorists. On the other hand, the trouble with the practical man is that he is a doer, not a thinker, and all his mental training in doing develops only a special function, not the whole, of his mind. The same is true of the person who specializes his feelings. Him the world calls a sentimentalist, or at best, a mystic. It would seem then that popular judgment is against the view that the mind can be trained as a whole by the exercise of any one of its functions. This, perhaps, would be readily admitted by all. Why then go any further? Just because this is not the doctrine that causes wholesale waste and confusion in school work. When teachers, college presi-

dents, and lay sages talk about the training of the mind as the chief object of education, they refer to something wholly different. They are not quite so foolish as to talk about training it all at one time; their claims are more modest. They refer to the training of its "faculties or powers." Unthinkingly many of us are out and out phrenologists in education, even though we are ashamed to own to such a wierd belief in bumps and organs of mind in other connections. We talk about the training of the memory, *the* observational, *the* imaginal, and *the* faculty of thought as though these organs really existed and could be talked about, exercised and trained. Let us look into that matter. First, take memory: Two students in the University of California attempted a litle while ago to commit the whole of Milton's Paradise Lost. I do not know whether they succeeded or not, but if they had succeeded would they have remembered the Arabic alphabet, the Calculus or Blackstone any more readily because of their painful labor? I hardly think they would. One of the students of an English University recently succeeded in committing the whole of Homer's Odyssey. It is not reported that he became a magnetic pole for all sorts of knowledge afterward. For four years I have been crossing San Francisco Bay almost daily on "the racing boat," along with hundreds of people whose memories for the pedigrees and past performances of horses are marvelous. They remember, in addition, an immense stock of facts about tracks, weights, handicaps, jockeys, judges, etc. Their memories are highly trained, but suppose they were put to committing facts of another sort, as for instance, the Psalms or John's Gospel, would their past training make it easier for them? I hardly think it would, and if we appeal to the psychologist, he will tell us that the memory cannot be improved as a memory, that the only method of improving the memory is by improving the understanding or the comprehension of the fact or body of facts to be remembered. As Prof. James puts it: "When schoolboys improve by practice in ease of learning by heart, the improvement will, I am sure, be always found to reside in the *mode of study of the particular piece* (due to the greater interest, the greater suggestiveness, the generic similarity with other pieces, the more sustained attention, etc., etc.) and not at all to any enhancement of the brute retentive power. All improvement of memory consists, then, in the improvement of one's habitual methods of recording facts." The teacher, then, has nothing to do with *the* memory. His sole duty to it consists in guiding the pupil into right methods of study; in other words, in helping him to comprehend what is worth remembering and trusting him to remember it for himself. Studies and exercises that train the memory are, by this principle, banished from the school, but things that are worth remembering are admitted under it.

The results will not be different when we examine the faculty of observation. Here again we shall discover that it is knowledge of an

exceedingly specific and definite kind rather than an endless hodge-podge of exercises for training the powers of observation that is wanted. Few will deny that all-round observers are rarely or never met. The power or faculty of observation cannot be trained as a whole. Observation does not depend upon this power any more than remembering depends upon the training of *the* memory. Take five trained observers from different walks of life to see the same landscape, let one of them be an artist, another a real estate dealer, the third a farmer, the fourth a railroad surveyor and the fifth a stockman. Each one of these trained observers will see or observe different features or aspects of the landscape. No two will see it alike. Why? Because the observation of each one of us is determined by the ideas that are in our minds, not by the growth of any special power or faculty of observation. The way to train a pupil to observe anything is to let his faculty of observation alone, and help him to a knowledge of that thing. Knowledge is a vital thing; it gathers further knowledge of like kind unto itself. Ideas are grappling hooks that are alive, but faculties are hallucinations of schoolmasters and of laymen who know only what schoolmasters have taught them about education. With imagination and attention the results are the same. One can picture the familiar and can attend only to what is known. Sufficient data, a knowledge of how they are related, and a god-given imagination, were the entire stock in trade of all the creative artists and scientists since the world began. Is it not vain, therefore, to talk of educating this faculty by any other means than supplying the learner with knowledge and plenty of opportunity to rearrange its parts. The ability to image life in the Athens of Pericles day, from the educator's standpoint, depends upon one's knowledge of that life, that is the only factor in the process which he controls. Again, there is no way under heaven or known among men by which the thinking faculty may be trained. Pupils can be taught methods of thinking and will be able to reapply them whenever new situations are sufficiently like the old ones in which they have been developed to set them going again. There is no evidence that methods of reasoning learned in connection with one body of facts will spontaneously apply themselves to another body of facts wholly foreign in character to the first. "The tools which would teach men to use them," says Plato, "would indeed be beyond price," and so would the exercises in thinking. But there are no such exercises. The reasoning of each man is limited, bounded and circumscribed by the facts which he knows. The lawyer is a poor sociologist, the philosopher a poor scientist, the scientist a poor philosopher, because his methods of reasoning belong to special departments of facts and cannot be applied everywhere. So here again we arrive at the pedagogical precept, let *the* reason alone and exhibit

the facts that should be known, in the relations which are most fruitful.

Modern psychology offers very specific instruction upon this subject. The modern psychologist does not deal with faculties; instead he deals with acts and the modern educator must do the same thing. "We find on examining consciousness," writes Prof. Mark Baldwin, "that attention is not a fixed thing, a faculty, any more than are memory or imagination. Yet in much of the literature of late years, in which the 'faculties' are scouted, I know of no author who has applied his own criticisms consistently to the attention. Attention is still treated as a constant quantity, a fixed thing, the same for all the exercises of it, and the contents to which it gives its reaction. Memory, on the contrary, is now known to be a function of the content remembered; and not a faculty which takes up the content and remembers it. So we have no longer one memory, but many: visual, auditory, motor memories. Yet the very same thing is true of attention; *we have not one attention, but many*. Attention is a function of content; and it is only as different contents attended to, overlap and repeat one another, that they have somewhat the same functions of attention." And just as we have a different memory, imagination and attention for each thing, so we have a different observation and thought also. The act in every case is a function of the content, not the content of the act. Education must deal with content, and leave the memory, the imagination, the attention, the observation and the thought, to take care of themselves. The teacher does not have to get inside the mind and do any burnishing or repair work there. Let him give his entire attention to the content of instruction, selecting facts and process of knowledge which will develop apperceptive masses and habits of behavior, as nearly as possible identical with those which mature life requires and let him present them in comprehensible form and his responsibility for the mental welfare of his pupil is at an end.

The persistence of false doctrines and forms of superstition is, perhaps, the most amazing and discouraging fact in human life. It is three score and ten years since Herbart applied the axe to this educational upas tree, but it flourishes yet and perhaps another hundred years will pass before it is completely blasted. Herbart's doctrines have been attacked, mutilated, garbled, misconstrued and perverted, but this one point in his teaching has rarely been controverted, but has generally been assented to whenever it has had the good fortune to be fairly presented and understood. Even his last and, in some respects, his most violent critic, Mr. Darroch, writes with all the fervor of a convert to it: "The habit of close reasoning, of exact observation, or of accurate perception, may be extended to other objects of investigation, but the power so gained will not enable us to understand another system of facts, except in so far as

the new system is identical in kind with the former. In all understanding, in all interpretation, there must be a system of ideas by means of which the new is interpreted, and the formation of any one system will only enable us to interpret facts of a different nature in so far as the facts are similar in both cases. For example, in mathematics we are training our pupils to the exact discrimination of spatial and quantitative relations generally, and in so doing we are at the same time forming a system of ideas of the same nature; but this system of ideas will not enable them to understand the ethical, social, and economic worlds, except in so far as these worlds and their relations can be expressed in quantitative terms. Similarly a training in classics will not aid the pupil in the explanation of knowledge of another kind, except in so far as the instruction gained thereby can be used in the explanation of other facts. This is a truth which needs emphasizing at the present day, when our school curricula, from various causes, tend to become overcrowded with subjects.

This is wholesome doctrine. If it were generally accepted and put into practice, it would make the course of study in grammar schools, high schools, and colleges look like something new. Teaching mathematics teaches mathematics and nothing more, teaching languages teaches languages and nothing more, teaching science teaches science and nothing more. Or as John Ruskin put it long ago: "Learning Greek teaches Greek and nothing else; certainly not common sense, if that have failed to precede the teaching." I would add Professor James Ward's statement that "familiarity with the processes of mathematics will not be of much assistance in botany; there is no general method."

It was Hippias, of Elis, who said that the study of rhetoric was a much better preparation for any calling in life than the study of the calling itself, no matter what it might be. The doctrine was sophistry then, it is sophistry now, though science, mathematics, Latin, Greek, or any other subject, take the place of rhetoric in the assertion.

The end of instruction is knowledge, knowledge, and everywhere knowledge. This knowledge is of two kinds, knowledge of facts and knowledge of methods of handling or using them. To learn how to study is to acquire a valuable bit of knowledge and the process is much the same for many different departments of fact. One may perhaps learn this lesson as well from a useless as from a useful subject, but the ends of economy will be served by learning the method in connection with facts that are worth while. The methods of political reasoning may perhaps be common to politics and Latin, but two lessons will be learned when they are acquired in connection

with the subject matter in connection with which they are to be used in life.

The advantages of this view are self evident,—the teacher who is engaged in training faculties or powers has undertaken a vague and indefinite task. Almost any subject exercises some "powers" of the mind and almost any lesson will do. No so with the teacher who says I am imparting knowledge, every fact and every process is selected and dwelt upon because it contributed an indispensable item needful to be known. All subjects of instruction are arranged under one and the same principle. No one of them and no one kind is seen to be sufficient for the purposes of education, the work of the schools is simplified and defined, while the lives of children are enriched and their years saved unto them.

E. C. MOORE.

* * *

The High School as a Training School for Citizenship

I had no sooner handed in this title by which to indicate the nature of the remarks I might make to you on this occasion than my attention was directed by our honored Chairman to an article by S. E. Forman in a recent number of the *Educational Review*. The writer, I found, spoke in somewhat scornful style of what he termed the "*haranguing* that teachers had been *subjected* to for the last *half century* on their duty of *training for citizenship*." Asked the writer, "What do we mean by this rather high-sounding word, 'citizenship,' anyway, and especially what do we mean by it in connection with school work?"

Those of you who read Mr. Forman's article—and doubtless many of you did—will feel, perhaps, that I owe you an apology for continuing the subject into another half-century, and that I should at any rate explain what I have in mind throughout this paper by the word "citizenship." Perhaps I can best do this by telling you how I came to choose this subject, my choice being made, you will be kind enough to remember, before reading Mr. Forman's somewhat caustic article.

Here in San Jose, a little over a year ago, the Santa Clara County Institute was held. After listening to some musical selections one afternoon, and being brought into a happy frame of mind—feeling (don't you know), at peace with myself and all mankind, and thinking that the school system was all right, our text-books not so *very* bad, and above all that I personally was a pretty good sort of fellow, doing my duty nobly and, after all, about as well as anybody

had a reasonable right to expect—there came a speaker upon the platform who proceeded to stir things up. People around me began to sit up; there was a little less whispering in the back of the hall; I myself began to pay pretty close attention, and—if I must confess it—to feel a little less comfortable than I did before. Some of you have perhaps already guessed who the speaker was, the man who comes along with his piercing Socratic questions on Formal Discipline and Medieval Instruction, for those of us, who, while devoting ourselves earnestly to the mastering of our “subjects,” have thought but little and cared still less how through those subjects we may develop the character of the students we presume to instruct. Yes, it was Dr. Moore; and on the *occasion* I speak of, he came to us fresh from a tour of the State—as a member of the State Board of Correction and Charities. The burden of his address was “Teachers of California, we are not doing our full duty”; and in pleading, earnest tones he concluded, “Will we not do more?”

Several times during the past year I have heard that cry—in fact, it is now almost all I remember of that Institute—and I have had more patience with the careless boy and the silly girl and have tried to make my work more interesting, more *appealing* to their rather unresponsive souls.

Now that I have given you the source of my inspiration, you doubtless already know pretty nearly in what sense I am going throughout this paper to use the terms “State and Citizenship.” When, therefore, I speak of the work that the State expects of us, or when I speak of the High School as a Training School for Citizenship, I have especially in mind the lessening of the number of our criminal classes. I believe that prevention is better than cure, that school-houses—and here I mean high schools as well as grammar schools—are a more profitable investment than penal institutions.

So much then by way of introduction. My paper, you observe, is the outgrowth of a question urgently propounded by one of our State officials: Can we not, will we not do more as servants of the State? About this question there have gradually grouped themselves other questions—practical every-day questions, that concern me as a high-school teacher, and a high-school Principal; and it is these questions I am going to pass on to you for further light.

First—How often have I heard high-school teachers remark: “Oh, that boy had better go to work. He’s not fitted for high school, any way.” This remark is made so often and in so positive a manner as if no opposite opinion were possible. May be, if the person making the remark were to put it the other way and say “the high school is not fitted for the further education of that boy,” he would think a little more before making so serious a remark. So

the question has come up in my mind from time to time along with that one of Dr. Moore's. Is it advisable for this boy or this girl to go out into the rough world at fourteen? And, particularly, is it advisable for this boy who, as everyone seems to think, is of an *exceptionally* weak character, who has as yet developed no saving tastes for good literature or good music to keep him straight, who, too, must inevitably drift into the class of unskilled labor and may be thrown among a comparatively low class of people—people who will lead him to bad places and bad company—and he, too, *so* easily led! I have asked myself the question, therefore, whether from the point of view of the State, we should not take special pains to gather into our State High Schools those of the grammar-school graduates who most need that training our high schools aim, or surely should aim, to afford; those who are weak in character, whose ideals are low, whose tastes are inclined already to be vicious.

Of course, we all want the bright, responsive student, he who will go on to the University, and bring us and the school honor, perhaps fame. But, as Nicholas Murray Butler once said: "The public education of a great democratic people has other aims to fulfill than the extension of scientific knowledge or the development of literary culture. It must prepare for intelligent citizenship." And a certain State Superintendent once made the remark, when the new education was being so much talked about, "That we should some day have a new psychology as well and that would be the psychology of the prodigal son and the lost sheep."

But I think I have said enough to make my first question clear, and you are yourselves already asking the second, namely: will not these weak pupils contaminate the rest and demoralize the school? Yes, that is a serious question, but not one to be given as a rapid rejoinder of the first in order to consign them both to oblivion. The questions are both too serious for that. I hasten to add another, or rather two sets of others that have occurred to me. First, can we not, or rather ought we not to arrange for some work in our high schools that those weaker students can do and do well and so develop in them a helpful self-reliance, a certain stamina that comes from the successful accomplishment of a task. Shall we not arrange work for them—for they are grammar school graduates whom the State gives permission to enter the high schools—that they will see and recognize as helpful to them, even as the bright student electing Latin takes it usually because he expects it to be helpful to him in the University? In short, must we not arrange our program of studies so that teachers will not be able truthfully to say "that boy's not fitted for high school, any way," which is much the same as saying "the high school is not fitted for him." And in so arrang-

ing our program and interesting those weak and tiresome boys and girls, will they not cease to contaminate the rest and to demoralize the school? But how arrange the program to accomplish so glorious a result, comes the question immediately. A text from Emerson—not from Carnegie, or Morgan, or the business men down town—but from Emerson, comes to me, "Some men are rarely so innocently employed as when they are making money." If we teach these awkward boys what they recognize as enabling them to earn a living, they will take hold, become interested, and to a large extent cease to trouble us and the rest of the school. Quoting Emerson again: "As soon as a stranger is introduced into any company, one of the first questions which all wish to have answered is 'How does that man get his living?' And with reason. He is no whole man until he knows how to earn a blameless livelihood. Society is barbarous until every industrious man can get his living without dishonest customs."¹ Why then are we so half-apologetic about our high school commercial courses? Why is it that they are introduced *after* other courses?

Professor E. J. James of the University of Chicago is reported to have said, "We can conquer the educated and the half-educated people of this country for secondary and higher education only by offering them courses of study which, while they are of a strictly educational character in the best sense of the word, shall also have some bearing on their future everyday life."²

In the modern industrial and commercial world there is almost no place for the unskilled laborer, *i. e.*, almost no place where an unskilled laborer can earn a living honestly. To turn the boy or the girl out of school at 13 or 14, weak of character and unskilled in any art, industry, or profession, is very likely to add yet another individual to the crowded ranks of the criminal classes.

On the other hand, there arises a second set of questions with regard to those good students we fear will be contaminated. Can we not in some way make them a power to lift the others up? Can we not create an atmosphere, a moral tone, an elevated school spirit—call it what you will—that will be stronger than the force of the evil-minded, than the weakness of the vicious? This is another hard question, and to it I know but one answer: It is the Teacher. "No Institution is greater than its Institutor." We are hardly likely to be able to make people better than ourselves. Others, however, may be brought in to help us—and a good straight talk from a Dr.

¹ First paragraph of Essay on "Wealth."

² N. E. A. 1899:1027.

Jordan or a Dr. Moore will always help a school. The tone of the school must be kept ever a disinfectant of all moral disease.

In conclusion, permit me to summarize the questions of my paper.

First—Dr. Moore's: Can we, will we, do more for the State?

Second—Are we helping to build up good citizenship when we practically say to many of the weaker-minded of our grammar school graduates at 14 or 15, "You had better go to work; you'll never do anything at high school"?

Third—If our high schools are not fitted to help such needy people, shall we, or shall we not, change them or add to them to meet their needs?

Fourth—What can we do, if indeed anything further is necessary, to safeguard the discipline of the school?

HERBERT LEE, M. A.,

Principal Mountain View High School.

* * *

New York City Organization for Better Salaries

When we consider the four great professions, we find that in the legal profession a man of good ability has before him in his prospects of success, not only the hope of advancement, but of financial remuneration commensurate with the character of the result achieved. Medicine may open the way not only to eminence, but to competency, if not to wealth. In the ministry, while only the high and desirable places hold forth similar prospects, yet ability, merit, worth and work receive their recognition. For the teacher there may be work and plenty of it, but what other recompense except the inner consciousness of duty well performed, have they? Of them all, the teacher's profession has the least, the poorest recognition for ability and services well rendered. How can this be remedied? What can be done? In Law, in Medicine, in Theology, there are certain recognized rules of professional ethics. Have we any? What are they? Where are they to be found? How are they practiced? Have we such a thing amongst us as an "esprit de corps? Why not? Do we stand by each other in cases of trouble, of oppression, of injustice? Why not? Are we, as a certain University President has said of us, "Cowards when our positions are concerned?" Is this true? Is the time not yet here when we should have professional ethics and regard them? When we should have

an "esprit de corps" and stand by each other? Is the time not yet here when we can stand together for the honor of our profession, for just and fair treatment? Is not our laborer worthy of his hire? Does he receive what his services are worth?

The San Francisco teachers are said to be the best paid teachers in the State. If so, it is because when it is a question of salary they stand together. Would they were wise enough to do so on other questions. They have also secured for themselves tenure of office. Standing together does not necessarily mean opposing authorized authority. It may mean standing by authorized authority and aiding it when it is working for the best interests of education and educational advancement. If we are teachers, it should mean not only training our pupils, but also educating the public to recognize the value of our best work.

It has been said that the teachers in California are among the best paid teachers in the United States. That may be so and yet not mean so very much if the others be underpaid, besides while this statement may have some truth in it in regard to the elementary schools, it is not true of the secondary ones. Many of us are no doubt aware of the fact that in many large cities in Europe, as well as in the Eastern States, the salaries paid to teachers in the secondary schools are much higher than those paid to teachers holding like positions in any city in California. As regards California salaries as a whole, let us compare the average salaries paid to teachers in California with the average salaries paid to teachers in the *State* of New York. As to the salaries paid in the *City* of New York, that will be dealt with later on. A comparison can justly be made between average salaries paid in New York and those paid in California because they are relatively the two States best able to pay fair salaries. New York has many millionaires, and many paupers. California has not as many of the first class, and, thank God, but few of the last. Comparing the average salaries paid in these two States as taken from reports of the Commissioner of Education, we find the following condition:

AVERAGE SALARIES PER ANNUM

<i>In New York.</i>	<i>In California.</i>
1898-'99 \$714.24	1898-'99 \$831.00
1899-'00 851.41	1899-'00 943.05
1900-'01 927.90	1900-'01 850.26
1901-'02 938.77	1901-'02 821.61

In the State of New York we find the salaries advancing, increasing. In California, retrograding, decreasing. The question

before us now should be—What can be, what shall be done? The answer to this seems to be—first, organize; and, second, go to work. Organize, organize on a broad plan, a plan in keeping with the honor of your profession. Then, as an organization, work hard, work well, work thoroughly. See what organization has accomplished in the City of New York. At one time, not so very long ago, its teachers were amongst the most poorly remunerated in the United States. Their tenure of office was precarious. When worn out, they were thrown aside, many to die in penury and want. The services which transpired in the offices of the Board of Education at the beginning of each school year, when teachers with years of honorable service to their credit, were dropped from the ranks without warning and without provision for old age, were such as to almost beggar description; until the teachers of New York finally came to see the absolute need of organization; the need of setting aside of petty jealousies and petty feelings; the need of honest working together for the common good, for common ends.

That which is for the best interest of the teacher is ultimately for the best interest of the school, for the best interest of the children. Good teachers, strong teachers, contented teachers, make good schools; weak teachers are an injury.

The teachers of New York City organized and then, aided by such wise, public-spirited men as Governor Roosevelt, now President Roosevelt, went to work. Look at the result achieved.

While seemingly the Board of Education of that city has the power to fix salaries, actually Section 1091 of the revised charter, chapter on Education, fixes the salary of each position and the power of the Board is that of assigning the teacher to the position. The salaries are said to be regulated by merit, grade of class taught, length of service, experience in teaching, or by a combination of these considerations. The following is a resume of some of the salaries paid:

Salary of City Superintendent.....	\$8,000 per annum
Salary of Associate City Superintendent	5,500 per annum
Salary of District Superintendent	5,000 per annum
Members of Board of Examiners other than City Superintendents	5,000 per annum

Teachers are paid in *twelve* monthly installments. Their vacations are from June 30th to the second Monday in September. Christmas week, the week in which Good Friday occurs, besides special days and holidays.

Absence With Full Pay—In case of illness, a teacher may be excused for twenty school days in any one year, and may, for the

same cause, be excused by the unanimous vote of the Board of Superintendents for six months—with full pay.

There is quite a difference in the salaries paid to men and those paid to women.

Elementary Schools, Women's Salaries—Grade 1-5B inclusive, first year, \$600; annual increase, \$40; seventeenth year, \$1,240. Grade 6A to 7A inclusive, first year, \$600; annual increase, \$48; thirteenth year, \$1,320. Grade 7B, first year, \$936; annual increase, \$84; seventh year, \$1,440.

Elementary Schools, Men's Salaries—Grade 1-7A inclusive, first year, \$900; annual increase, \$105; thirteenth year, \$2,160. Grade 7B, first year, \$1,500; annual increase, \$150; seventh year, \$2,400.

Women teachers of boys or mixed classes receive an additional \$60.00 per annum.

PRINCIPALS, ELEMENTARY SCHOOLS

Principals and branch Principals of schools of *not less than 12* classes:

<i>Years.</i>	<i>Women.</i>	<i>Men.</i>
1	\$1,750	\$2,750
2	2,000	3,000
3	2,250	3,250
4	2,500	3,500

Principals of schools of *less than 12* classes but *not less than 5* classes:

<i>Years.</i>	<i>Women.</i>	<i>Men.</i>
1	\$1,400	\$2,100
2	1,500	2,250
3	1,600	2,400

In schools of *less than 5* classes, the teacher of the highest grade in addition to regular salary, shall receive \$100 *per annum* as compensation for charge of school.

HIGH SCHOOLS

Principals having supervision of *not less than 25* teachers, salary \$5,000 *per annum*.

Principals having charge of *less than 25 teachers*, salary \$3,500 *per annum*.

HIGH SCHOOL TEACHERS' SALARIES

Women, Junior Grade—First year, \$700; annual increase, \$50; seventh year \$1,000.

Men, Junior Grade—First year, \$900; annual increase, \$50; seventh year, \$1,200.

Assistant or Regular Teacher—First year, \$1,100; annual increase, \$80; eleventh year, \$1,900. *Women*—First assistant or head of department, first year, \$2,000; annual increase, \$100; sixth year, \$2,500.

Assistant or Regular Teacher—First year, \$1,300; annual increase, \$110; eleventh year, \$2,400. *Men*—First assistant or head of department, first year, \$2,500; annual increase, \$100; sixth year, \$3,000.

The *second* great result is the annuity provision. Length of service should demand as one of its conditions, some annuity provision, and an annuity provision pre-supposes and must bring about long tenure of office.

Section 1092 of the Revised Charter for the City of New York deals with the Public School Teacher's Retirement Fund and its provisions.

The sources of the fund are:

First—*All* money forfeited or withheld for absence from duty.

Second—Money received from donations, legacies, gifts, etc.

Third—Five per cent annually of all excise money or fees from licenses granted for the sale of strong or spirituous liquors.

Nothing is said of any contribution on the part of the teacher.

Time of service, thirty years, twenty of which have been in New York schools. Age limit, 65 years.

The amount of the annuity is fixed at one-half of the teacher's annual salary at the date of retirement, provided it does not exceed \$1,000 in the case of a teacher; \$1,500 of a principal; \$2,000 in case of a supervising official, and in no case shall any annuity fall below \$600.

According to the annual report of the Superintendent of Schools for the school year 1898-1899, the following was the condition of affairs:

Total number retired teachers.....	164
Number retired during year	26
Deaths of retired teachers	7
Total amount of annuities paid	\$95,698.89
Balance in Treasury nearly	50,000.00
Income from excise money not apportioned, but part of the Fund	269,094.83
Interest	\$5,874.53

COMPTROLLER'S LETTER.

CITY OF NEW YORK, November 17, 1904.

Number of retired teachers January 31, 1903	522
Number of retired teachers January 31, 1904.....	609
Amount of annuities paid during 1903.....	\$410,462.00
Balance to credit of Fund January 1, 1904	964,375.80
Income during 1903:	
A—Excise taxes	\$365,917.78
B—Interest on Deposits	18,221.94
C—Interest on Investments	23,084.83
D—Deductions for absence	160,644.89
E—Donation	300.00
Total net income	\$568,169.44

And all this has been brought about and accomplished by organization and co-operation. Why cannot the teachers of California do as much?

Why cannot, why should not the teachers of this State, Elementary and Secondary, unite and use their best efforts to bring about results equally desirable?

The report herewith submitted to you is conservative, it can be broadened and extended so as to apply to and enable to 8,000 and more teachers of this State to accomplish some such work as has been accomplished by the 12,300 teachers of Greater New York. Will it be done? Shall it be done? Fellow teachers—Fellow workers—what have you to say?

MRS. MARY A. PRAG.

Elementary School Association

NORMAL HALL.

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Geography in Elementary Schools

(ABSTRACT OF ADDRESS.)

The assignment of such a broad subject as geography in the Elementary Schools for discussion in a brief address necessitates the most general treatment by the speaker. Since the survey of a subject by those who view it from a distance is often valuable as well as helpful, it may be best to consider at first the criticisms made on the work in geography by the teachers of physical geography in the high schools. These remarks were not made in any spirit of unkindness, but were the result of the discussion of the conditions under which those teachers labor. While they frequently accepted the present work of the elementary schools as a fixed factor in their problem, I am sure that you will agree with me that if their criticisms are just, desirable changes can and will be made.

The criticisms considered this morning are the statements not only of omissions, but of failures in the work of the lower grades. The great mass of geographical knowledge which the entering classes

of the high schools bring with them has not been made a matter of investigation.

The failures in geographical knowledge of the graduates of the Elementary Schools, as judged from the physical geography standpoint, may be classed under the three following heads, viz:

1. Lack of definite knowledge as to location of geographical features.
2. Ignorance of proper interpretation of maps and of the kind of facts which maps may show.
3. Lack of observation and study of the geographical phenomena of the local environment.

Under the first head frequent complaints were made that first-year pupils could not name the States of the Union from an outline map; that they did not know the relation geographically of the basins of the Mississippi and the St. Lawrence; that they could not locate the chief mountain ranges, gulfs, rivers and countries of the world. Of course these complaints did not come from all of the High Schools, but they did come from many widely scattered localities. This criticism of lack of knowledge of location follows closely upon the quite general criticism of a few years ago that we spent *too* much time in dwelling on location. Does it mean that we have let the pendulum swing too far in the opposite direction? Does it not mean that we should discriminate more carefully in the question of the necessary definite location work in geography and drill more thoroughly upon that which we retain?

The recent point of criticism refers to the fact that the pupils seems to have no idea of the difference between a map on the Mercator projection and one on the ordinary conical projection. They seem surprised at the fact that the relative size of Greenland and of South America varies so greatly on different projections. In another form the criticism is that the pupils have no definite idea of latitude and longitude and of the lines which represent these ideas. In other words, pupils are not taught the fundamental idea that no flat maps of the surface of the earth can be correct and that any particular flat map is correct in some things but incorrect in others—for example, relative areas may be correct, but directions be wrong, or as on the Mercator map directions may be shown correctly, but areas be greatly distorted in parts of the map.

Personally I have no doubt of the failure of the graduates of our schools in this line. There is a question, however, as to how far it is advisable to attempt to teach the fundamental ideas in map making. I confess that I feel that all that is covered in my remarks above can and ought to be taught in the grammar schools. The

hesitancy in my statement comes merely from the fact that I have not recently been teaching this subject of map making and of mathematical geography in the grammar grades and some of you may challenge my right to a positive opinion. The third criticism, that pupils lack a first-hand knowledge of the phenomena about them is certainly true in the greater part of the State and equally true is the fact that a few of the lower schools have made an excellent start in excursion work. Children should actually search for the water parting between steamers, should point out the three slopes of a valley, should see canons, deltas, alluvial fans, terraces, and nearly all the land forms, as they occur in miniature by the roadside. The various processes of erosion should be studied from the actual examples that occur with every rain and as they are found in the nearest stream beds and hills.

The constant factors in the environment of all schools should certainly receive attention—the varying height of the noon sun; the changing place of sunrise and sunset; the length of day; the phases of the moon; the prevailing winds; the storm winds; the temperature and the various phenomena of weather; the simple facts in the limitations and varieties of plant growth, etc., etc.

I believe that theoretically we all agree on the benefits derived from the field excursion, but practically many of us are hampered by the fear of not conducting it in the right way, or by the fear of opposition from principal or parents. There is one point here to guard against—we must not spend too much time in showing the child what he has seen all his life. My experience has been, however, that the *how* and the *why* of familiar phenomena will soon prevent the children from feeling that they are being given “baby work.” There is much more danger usually that the children will report that they have never seen deltas, or water partings, than that they will feel that they are shown nothing new. If the teacher will study the environment and ask herself the cause and the development of everything she sees, she will not lack for material—above all do not be afraid of the human companionship that comes from sharing with the children a wholesome ignorance of the why of many things which are seen in the excursion. If we turn from these criticisms by the teachers of the upper schools and ask—“What ought the graduates of the Elementary Schools know about geography?” we find a stimulating question for us to consider. Of course we shall all say that there must be some well-learned facts—some definite locational geography. The exact elements of this should be constantly questioned and will constantly vary to some extent with the changing interests of the world. Above and beyond this there should be such a study of the life and the surroundings of other people and other peoples as shall give a sympathetic and intelligent

interest in the rest of the world. Good geography should tend to good citizenship. The prosperity of California requires that the voter in Humboldt county should be intelligent regarding the irrigating problems and water rights of the people south of the Tehachapi and that both should see that it is to their interest to have the State supervise the reclamation of the tule lands of the Sacramento River.

In other words, geography must be so taught that farmer and merchant, laborer and capitalist shall know and appreciate to some extent each the problems of the other. And while this must first be true of our own people in the State and in the Union, it must also be true in a general way of the people of the whole world. This means industrial geography; it means the relation of environment to the life of the people; it means that the teachers of the Elementary Schools must know something of the newer and better physical geography that is being developed. But let us always remember that it means that we must teach these things to *children* and that consequently we must teach with their interests in mind—not the interests of adults, the interests of business man and of scientists.

The study of the mutual relation of environment on man, and man on environment, is of great importance and should begin in the Elementary Schools. The restriction in the occupations of man according to climate and kind of soil is appreciated by the youngest of the geography pupils. The fact that man influences his environment is a phase of the question that is often omitted. We have the beautiful orange groves of the southern part of the State that man has established where once there was the barren desert; we have the immense truck farms along the Sacramento River, where formerly the tules grew in the swamps; we have the desolate gravel plains around Oroville, where the great gold dredgers have put the fertile soil far below the surface; we have the Panama Canal, that is to make separate continents of North and South America and shorten by thousands of miles the distance between the great commercial cities of the Atlantic and of the Western Pacific.

The influence of environment upon man should be extended to a more careful study of U. S. History and the physiographic conditions of the low valley of the Hudson River and its branches up Lake Champlain and up the Mohawk have fixed the route of many campaigns in the different wars. A subsidence of 400 feet would make an island of New England and part of Canada. Burgoyne tried to do this, but was himself submerged. The Mohawk Valley determined the route of the Erie Canal and of the main railroads that followed and has been the gateway for much of the immigration to the West, as well as the path of a large part of the commerce between the East and the West. Such control as this may

be found in many cases. Take the relief map of California in the new state geography and study the course of the railroads entering our State and the two facts of relief and of railroads will be learned more easily than will either alone.

In conclusion let us not become so absorbed in the new methods of teaching geography—in the detail of interesting pictures and of delightful geographical readers—that we can not at times pause to ask ourselves what, in a broad way, are the valuable results of our geography teaching as found in the ability of our graduates to take up and to enjoy the life of the world.

RULIFF S. HOLWAY,
Ass't. Professor of Physical Geography,
University of California.

* * *

Knowledge of the Home as a Foundation for General Geography

The world is large and life's experiences have brought the most of us into actual relations with but a small fraction of its surface and the living things which occupy it.

How shall we best gain that working knowledge of geography which is so essential to our proper orientation, so essential to us as intelligent members of a complex society, whose interests are world-wide?

Our education should have so trained us that we shall be able, when occasion demands it, to form clear conceptions in our minds with the aid of maps and descriptions, of the conditions existing over any portion of the vast surface beyond the narrow field in which our activities lie. But how is this to be accomplished? Our mental images will be clear or hazy as the methods of instruction in the school do or do not make use of the natural laws of the mind's growth.

In manner of arrangement the subject matter of all the geographies, unless we partially except one or two of the more recent ones, violates the laws of mental growth at nearly every step.

We can all remember how the facts of geography were crammed into our minds with little regard to our interest in them or capacity to understand them. Logical order and coherence were neglected. We can remember learning columns of names and places, and drawing maps which to us meant little more than so many lines.

What are the natural laws which so much of the geography teaching violates? Our mental horizon is widened by gradually

working from the known to the unknown, not by being dropped into the midst of phenomena which have no points of resemblance to that with which we are already familiar.

The facts of experience must be used as a basis, and the new to be assimilated must be compared with the old and familiar, and gradually, through the likes and unlikes detected, be woven into and become a part of experience.

The importance of starting with the child's experience is no new idea. The leaders in educational thought have voiced it for more than 300 years. But such is the power of long established custom, such is the inertia of commonly accepted ways of thinking and doing that in most cases the learning of things from books without regard to the experience of the learner has taken precedence over the study of the real things in their natural relations.

We have deluded ourselves into the belief that facts learned thus arbitrarily constitute knowledge, but is that real knowledge which we cannot apply in the experiences of every-day life?

The child who learns from a book how running water affects the surface upon different kinds of slopes is no more prepared to understand the meaning of the features of the land which he sees than as though the subject had never been presented to him. He must, under the guidance of a competent teacher, actually visit and observe at first hand some phases of the phenomena under discussion. He cannot truly understand what is meant by a delta unless he can actually see one and note its manner of formation. The little deposit left in a wet weather pond by some temporary rivulet will furnish the necessary basis for the formation of mental images about the great deltas of the world so that they become real things to him. We can form rational ideas of that which is beyond experience only as we can compare its characters and detect points of likeness with that which is already known.

You may say that this is a trite matter, and that to-day every one appreciates the important truth in the doctrine of Apperception, and yet I will venture to say, coming near home, that in the vast majority of schools our new State primary geography, in which the study of the home as introductory to general geography is so well presented, is used in a formal and mechanical manner, rather than as a source of suggestions for practical work for which every locality furnishes numberless examples.

If we will but use our eyes we shall find all about us examples of many geographic forms and of the agencies which are shaping them. Examples in miniature will often be the chief ones accessible, but these are not to be despised, for they answer the very practical purpose of forming a basis for mental images. In every locality the influence of climate, slope and bodies of water upon life and

occupation is open to observation. The sky with its ever changing phenomena stretches above every school district. What more than these things does geography include?

The home is, then, a little world in which are represented nearly all the phenomena of the great world. Examples which will make clear and interesting the work of general geography are to be seen upon every side.

As the child grows, he begins to find out something, by the means of short journeys, pictures and stories, of the world beyond his earlier horizon. He learns that in some ways it is much like his home, but that in others it is very different. An understanding of the features of this world, and the reasons for what takes place there is largely conditioned upon a grounding in "home geography." The pupil must thoroughly realize that a knowledge of his home and what goes on in it is just as much a part of geography as is China, its people and industries; and that when the meaning of what goes on in the home is understood, he can understand the relations exhibited in those distant lands which he will probably never see, and which would otherwise always remain dim and shadowy.

The education of the child must lead him into intelligent communion with the world about him; with the animals, plants, running streams, soil and rocks; he must observe the relation of slope of industries and productions, note the reasons for the location of the line of trade and commerce. A knowledge of these things gained at first hand is the only kind of knowledge which is of any practical use to him. For the pupil to sit at his desk, commit to memory statements in a book about the earth, and then rest there does not make him learned. School excursions must be provided for, and these supplemented by pictures and actual hand work with sand, clay and pencil, so that he can express objectively what he has learned or observed.

Map drawing is a phase of geography which is considered very important by many teachers, but judging from the manner in which it is usually developed I fail to see the importance claimed for it. To be sure, drawing of any kind trains the hand and eye, but that the drawing of maps before a foundation is laid which will enable the child to clothe the symbols with some semblance of the features for which they stand is any particular aid to a better knowledge of geography I very much doubt. You may say that drawing repeatedly the outlines of Africa stamps the outlines of that continent upon the mind, but let me ask you if you are sure that the drawing means anything more to the child than lines with certain curves blocking out a given space? Do the lines become vivified in the pupil's mind, standing for real shores,

lakes and mountains, such as he is familiar with? I am afraid that in most cases, if you should analyze the pupil's mind, you would be sadly disappointed.

If we plunge the beginner in geography at once into a study of the world as a whole or of distant parts, and expect maps to mean anything to him without first leading him to understand the map of his home, we are making a very serious mistake. A lofty structure cannot be built without a good foundation, and unless the relation between the symbols of the map and the real surface which the pupil can see and walk over is first attended to the later labor is largely wasted.

When geography is begun in the proper manner, by first learning to interpret the map of the home district, the mountains, valleys, canyons, streams, lakes and sea coasts of the world, with the people and animals that inhabit them, and the industries that are carried on, become to the pupil but an extension of the little world in which he lives as he looks at their representation upon a map.

Let us begin this map work with an actual study of the district about the school, noting the position and character of the natural and artificial features. Then, in the school, identify these features upon the relief model of the district. The nature of a map can be farther brought out by measuring and drawing to scale any small area conveniently situated, and by a study of pictures and discussion as to the difference between a picture and a map of the same place.

If no model of the district is available, let the pupils construct one with the aid of the teacher either of sand or clay. Then let the chief features of the model be drawn upon a plane surface until the various symbols of the map come to stand for a real something in the objective world, until these symbols, when seen, call up a picture in the mind of the features of the landscape for which they stand.

The child is thus prepared to see clearly the meaning of models and maps of distant regions and to clothe these symbols with their living dress.

It is worse than useless to try to teach children and constantly neglect the laws of mental growth; to spend years trying to cram them with geographic facts which only an encyclopedia could retain. Such work dulls the child's interest in the world, and turns him out a book scholar apparently educated, but in reality filled with notions which cannot be applied in the activities of real life. These notions gradually loose their hold upon the mind after examination, and, as the years pass, fade away.

Nine out of ten of us upon whom the text-book method of geography was once inflicted have found that the pegs which the

teacher tried so hard to drive firmly through constant repetition, believing that they would be of service to us in after life as centres about which geographic concepts could be built up, have become so loose and unreliable that when the time of need comes the arbitrarily grouped facts which they represent are not available, and reference must be had to encyclopedia and map. The first object of schooling should not be the acquirement of a mass of facts merely, but rather the ability to understand and discover the relationship of facts, to use our eyes, our reason and judgment in the practical affairs of life.

How much better it would have been for teacher and pupil if the energy thus wasted had been expended in more rational channels, building up the geographic knowledge and reasoning powers step by step as the minds reached outward from the known into the unknown!

When the abilities of the pupil are developed through exercise upon the world about him in dealing with actual things he is then in a position to intelligently construe the facts of the unseen regions of the earth.

The pupil should be taught to reason, to infer relations. He should study the action of the processes which have made the surface about him what it is now, and how they are still molding it. He should discover the adaptation of animals and plants to their particular habits. He should note how elevation affects the temperature and rainfall, and how these, together with slope exposure, conditions the distribution of living things.

The position of mountain ranges, the direction of the prevailing winds, the location of lands with reference to large bodies of water form starting points for intelligently inferring the physical condition of distant lands and the occupation of their inhabitants. Thus the power to think is trained, and forces upon the mind no such host of arbitrarily grouped facts as those with which most geographies are still filled.

A person trained in the manner described is fitted to turn to the best advantage the various circumstances in which he is placed. The phenomena of the world as we know them are tied up in casually related sequences and the understanding of these is the getting of true knowledge.

HAROLD W. FAIRBANKS.

(a) What Has Society a Right to Expect from the Elementary Schools?

In soliciting the layman's views up school questions you disarm us of accusation and place us in the position of co-workers.

Criticisms and suggestions are most valuable when given in kindly spirit and accepted (or rejected) with a desire for improvement. Then, let us reason together, whilst we acknowledge that "we have left undone those things which we ought to have done, and we have done those things which we ought not to have done, and there is no health in us."

In your annual conventions very much is being done for progress. Radical changes in the curriculum are made, and such good work is being done on manual and industrial lines that there is strong hope for less mental strain by cramming and for more of that ability which may be acquired only by doing.

We possess good schools—of good moral standing, but we long earnestly for better and for best.

Others than ourselves are studying our methods, and they judge us by results. The Moseley expedition from England into our country, to make a thorough study of our schools, made most pleasing reports, and Mr. Moseley put a seal upon this judgment by sending his sons over to America to complete the college work begun in England. But he made criticisms which we are bound to accept.

Whatever deficiencies we may find, lie, not in a lack of proper attention to the storing of knowledge, but in the fact that in all of our getting, we, too, often fail to get the understanding necessary to make application of this wisdom. We possess and store up tools to ornament or to rust.

From Froebel and Pestalozzi and Fisher down to the eminent educationists of to-day, there has been the recurrent cry, "Let us reconstruct our plans for the development of our youth!" Each tells us that we fail to secure the desired ends. We aim at too much without sufficient concentration upon essentials.

The product of our graded schools is found to be sadly wanting, consequently we, as parents and citizens, measure far short of requirements. The various courses in our schools wisely provide for what ought to make us very noble and useful citizens, but it is undeniable that the present method of training the mind and storing up wisdom requires a stress of attention and a use of time quite disproportionate to the amount given to moral, physical and manual training. Most teachers realize this so fully that a more balanced training is rapidly being adopted. But parents and teachers alike feel that more earnest work must be done on moral

lines. Morality is of first importance. Too great a percentage of our citizens fail to reach and maintain a high standard of honor and business integrity, and we have, therefore, as parents, a right to ask for broader work in this matter. Teachers say very truly that this work should be done at home, but they know that it is only too poorly done there, in many cases, and for the protection of faithful parents, as well as for the child's greatest good, teachers must secure a good moral tone.

But these very parents are the product of home and school; and many must of necessity keep the mind upon the problems of material gain and of home-making and home-keeping. This often degenerates into too much house-keeping on the part of mothers, and into commercialism on the part of fathers. The point is that if we have a right to expect moral training at all, we have a right to the best. To gauge a man properly we judge him first by his morals, next by his bearing, and lastly by his mental attainments. Material possessions should carry no weight except as a test of industry and business ability.

Good manners may not be copy-righted, nor may morals be patented. We grant high respect to the man who proves himself possessed of fine morals and industrial ability, even if he have neither education nor fine physical development. The world gives first place to men who have mastered life's problem, who have learned through experience the true method of obtaining and of giving happiness. These are possessions which are not bought with money, and may not be bartered.

Our schools may, and should, aid in securing in the child's mind a certain degree of mental philosophy, too often wanting. The tiniest child may be taught to be unafraid and self-respecting. He should be taught how to be cheerful and hopeful even under adversity; how to sit and how to stand erect, how to walk properly. There should be better supervision in methods of application. A child may be taught to save valuable time by concentration of mind upon the work in hand.

Pupils should be taught how to bear themselves in altercations upon the school grounds. We commend the mother who said: "My son, be no brawling, quarrelsome boy, but prove your determination to be just, and don't be imposed upon." Teach a child how to defend himself. The boy, like the man, who has proved his integrity is worth any number of weaklings who live passively and slide along, shirking responsibilities and troubles. Make him proud to master these.

Many mothers will tell you that the good work done at home is often very much corrupted by altogether unrefined association at school. Some of the fault, in this, lies with the parents,

who should train the child to be a leader and not a follower. One year of training along these lines, even without so much as a line of mental drill in book knowledge, would work wonders. Children are crippled and retarded all through school by unwholesome and needless fear. It should be one of our first duties to overcome timidity.

When we have learned by experience that happiness is a mental attitude, we are ready to begin to live. The veriest rag-a-muffin who whistles and laughs his way through life will win what weeping and distress may never gain; and neither adversity nor calumny can daunt such a being. To become a philosopher after the pattern of Tolstoi or the well-known "most useful man of New York" is something for which to strive.

After all the years spent in our schools we find our use of English strongly criticized. Over much time is spent daily in analyzing a language, the vocabulary of which our students do not actually acquire until they are grown. It is claimed, very sensibly, that the more natural conversational method, with careful corrections of the twenty or thirty most obtrusive mistakes, is the simplest remedy for such a fault. There are excellent instructors who give careful attention to dress and who travel in well-kept equipages, who would be greatly astonished to be told that they clothe their thoughts but shabbily, and use a "vehicle of speech" quite unpolished.

There are problems in school work which should be met with greater fearlessness by teachers themselves. One said, recently, regarding pronunciation, "Oh, that kind of talk sounds too affected. I don't want to be called an Anglomaniac." She was very willing to say, "Jew, few," and "pew," but drew the line at "dew" and "new" ("doo" and "noo").

Another said, "Pooh! It don't matter (she meant doesn't) what kind of language you use, all one has to do is to stand in with the principal, the superintendent and the school board," exemplifying thus: both bad grammar and poor principles.

We cannot set too high a standard, being humanly certain to fall far short of our best endeavors; but let us ask for greater consistency on the part of our teachers.

In a just rebellion against unjust accusation, with a laudable desire to release themselves from unbearable restraint, grammar school teachers have been hammering for many years against a huge wall in the shape of a cramping and cramming system of teaching all of certain books which some firm is pleased to publish and has succeeded in placing in the schools.

They would gladly welcome other methods of classification. Specialists in mathematics, specialists in reading and in language

and in the various sciences will undoubtedly displace, some day, the peculiar classifications now considered necessary.

True education demands, also, a wider knowledge of self—a broader physical knowledge. This may be given pupils by frequent wise talks—intimate talks—from men and women, preferably physicians, in order that the boy and the girl may begin work with better chances for noble and useful accomplishment. No one—not even a minister of the gospel—may do certain work better than a Christian physician, if he labor righteously.

Very much good has been done on these lines in this State, but there is a wide field yet untouched.

In conclusion, we think that you, as teachers, might with benefit tell us, as parents, many ways in which we may aid you to accomplish what we so much desire.

We may set a better example in mastering self, and by inculcating the principle of respect to elders.

We are not sufficiently urgent in the cultivation and maintenance of a high sense of honor.

These might all receive a greater degree of what one good man called "scrutinimity."

To inculcate ideas of usefulness and to nurture them until they become convictions is a line upon which we may work together.

Let us teach careful discrimination, and work by essentials; then, committing ourselves to a high standard, let us shrink not from so declaring.

RACHEL HESTER TUCK.

* * *

(b) What Has Society a Right to Expect from the Elementary Schools?

Our public school system of to-day is the result of years of growth and experience. The structure has been built along definite lines for a definite purpose. At some places modifications of the ideal have been forced upon us, but in the main the structure is about what the architect intended. It is built along large lines and luckily along lines which are very practical, and growing more so every year. When taking into consideration the material coming into our schools—the diversity of nationalities and the widely differing home surroundings, and looking again a few years later at the finished product, we may well feel proud of the system. It is doing here, to-day, what is done in no other country. It is bringing within easy reach of every child a "way of escape" out of the humble surroundings and "adverse circumstances," and it

at least opens the portals into larger avenues of usefulness to all who aspire to advance.

It has been made plain to me that I am to consider the subject from the standpoint of a business man. By "society" we mean the world—the business world.

The first definite declaration looking to a public school system was in 1642, and reads as follows:

"Forasmuch as the good education of children is of singular behoof and benefit to any Commonwealth; and whereas, many parents and masters are too indulgent and negligent of their duty in that kind; it is ordered that the Selectmen of every town shall have a vigilant eye over their brethren and neighbors to see, first: that none of them shall suffer so much barbarism in any of their families as not to teach, by themselves, or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, upon penalty of twenty shillings for each neglect therein."

In 1647, this law was followed by another, to the end, in the words of the statute, "that learning may not be buried in the grave of our fathers in the Church and the Commonwealth," which required every town of fifty families to provide a teacher to instruct all the children of the town reading and writing, and every town of a hundred families to set up a grammar school, with a teacher competent to fit young men for the university; the expense of these schools to be borne by the town, or by the parents, as the town should determine.

1642 and 1647 seem like a long time ago, but the spirit and purpose of the declarations sound more like the utterances of to-day. Out of this first start has grown our present system, little by little the superstructure has been raised, new branches have been tried, if they proved satisfactory they have remained, if found faulty they have been abandoned.

The last report of our Superintendent of Public Instruction shows that for the year ending June 30, 1904, we spent over \$7,800,000 on our public schools, of which amount \$1,500,000 went to high schools, leaving \$6,300,000 that was used by what we call elementary schools. The number of children shown by the census report in the same schools is 277,000. In the amount spent per capita California stands well towards the head of the list, and is a matter in which we may take commendable pride.

No part of our taxes are spent to better advantage than the amount spent on our public schools. Out of no investment can we look for the same returns as we receive from this amount of money expended. Our State tax is now \$7.00 per census child, and the county tax is \$6.00 per child, and one of the questions

now before us is to increase each of these amounts by \$2.00. The move would give about \$1,500,000 more money for investment in our schools, and would be a move in the right direction. Some opposition to the proposal has developed, but I trust, on serious thought, we can all see the advantage of the plan and conclude to do our utmost to hasten its passage. Just stop for a moment and consider what benefits we may reap for the increased revenue—better equipment, better school houses, better paid teachers, and so better schools, and particularly longer terms of school in the poorer counties. Take the case of our own County, Santa Clara. Our enrollment of school children is 15,500; an increase of \$4.00 per child would mean an additional tax of \$62,000. The aggregate amount may seem to be considerable, but consider that our assessment is about \$60,000,000, and this increase would mean to a man paying taxes on \$1000, just \$1.50, or as Californians are wont to put it—one dollar and four bits. Can you suggest any place where that amount of cash could be invested to better advantage? Let us hope the measure will pass, and also see to it that we do our part towards helping it along.

The investment that California is putting into her elementary schools every year is enough to entitle us to some results, and the public is justified in expecting them. What have we a right to expect at your hands?

The best of your ability as teachers—not half-hearted work—not continual looking ahead to the end of the month, towards pay-day. Pay-day is a pleasant incident of the month and greatly to be desired, but creditable results of one's labors are infinitely more satisfactory. Then put into your work the best of your ability, holding back nothing. Under this head there is need of saying little, for I believe most teachers deliver more goods than they are paid for. Considering their hours, and the years of preparation necessary and the responsibility of their positions, they are, to say the least, not over-paid, but rather underpaid.

Make your teaching practical. The whole trend of public instruction is towards this result. Within the last twenty-five years manual training and drawing have been introduced into the course. Drawing came first in 1870, being introduced in Boston, and very soon proved its value, so that by law it was compulsory in every city of five thousand inhabitants and upwards. A good thing is not long in traveling, so in a very few years the new idea in elementary instruction had spread over the whole United States. This was followed closely by the introduction of manual training, perhaps the most practical thing yet introduced into our schools. This branch had spread like wildfire. In 1901, 232 cities of over eight thousand inhabitants had fully equipped manual training departments. Manual training seems especially adapted to the

boys, giving them a knowledge of draughting and experience in the handling of tools that can be had in no way short of apprenticeship. In fact, this experience is infinitely better than can be gained by any apprentice, because it affords training in the theory which is of more importance than in practice. Some of the work being turned out in our manual training departments is of exceptional quality and shows a dexterity in the use of tools by some very young pupils that it is hard to believe. It makes some of us think that we were born too soon and have made a positive loss, for this branch was not at our disposal thirty to forty years ago. While this branch commends itself particularly to the boys, it is almost as valuable to the girl pupil, and we who hold to the opinion that a girl throw a stone, or drive a nail, would have reason to change our opinions could we see some of the girls at work in the manual training department, or see some of the product of their hands.

Nature study is one of the latest introductions into our schools. Like drawing and manual training it is intensely practical, but it has passed the experimental stage and demonstrated that it has merit enough to be entitled to a place in the study course. Sewing and cooking also have a place, and are even now being put to the severest tests to prove whether the teachings of such things are practical in public instruction. In the large cities of 100,000 inhabitants and over twenty-two have a cooking course, and twenty-five have a course in sewing. In cities of 10,000 to 100,000 there are ninety-three having cooking, and 114 having sewing. I believe the latest introduction into our schools is the school savings bank, not exactly as a course of study, but as a thing in which children need instruction and a line of action in which they ought to be encouraged. Perhaps nothing in our whole system shows more the trend of public education than the latter, and gives it an impetus along practical lines.

The trend of the study course so outlined, ought to make it very plain that to enter into the spirit of the march of education and keep step with its progress, a teacher should always consider the practical side of the question. Others will present the side of the law and the gospel, but I wish to consider the subject only from the standpoint of an investment, and answer the question, does it pay? Yes, by all means it pays. It pays better to-day than it has ever before, and a good education is more necessary to-day than ever before. Conditions are changing rapidly and the man who has only muscle and brain to sell must give more for the same amount of money. A little education takes him out of this class and advances him one step higher on the ladder.

One of the things needing attention is the laxity in enforcing the law regarding school attendance. This, though no fault of the

officers and teachers, but rather because of a lack of sufficient amount of public sentiment behind the law. This fault is a serious one, and the injury falls where it can least be afforded. It falls upon the very poor, just the ones to whom education means the most.

This, then, is what society has a right to expect of you as teachers. A more practical education for our boys and girls. For the boys, a command of the English language, sufficient mathematics for ordinary business needs, science sufficient to make him intelligent in common matters, history enough to make him a good citizen, mechanical farming to enable him to enter into and understand the mechanical industries that surround him. This will also give him an opportunity to react upon his environment.

For girls: Preparation for their part in home-making, training that will bring about more beautiful homes, knowledge that will enable mothers to properly feed and clothe children.

Above all these other points, one thing that you can teach, the one thing that is altogether needful, and it is, teach your scholars the need of absolute honesty. In the business structure of to-day experience and capacity are good things, but of infinitely more value is the qualification of absolute honesty. We need it in State politics; we need it in county and city politics, and above all we need it in the commercial world. This, then, is the one great thing for your teaching—that absolute honesty is the thing desired.

J. D. RADFORD,

President First National Bank, San Jose.

* * *

(d) What Has Society a Right to Expect from the Elementary Schools?

The term Elementary School, as I understand it, includes all the schools below the High School.

In addressing myself to the question as to what the public has a right to expect from the elementary schools, I would say that they have a right to expect that these schools should furnish education in such branches as would be most useful to the large majority of the people of the State. These branches are known to all educators. My experience with those coming from these schools leads me to believe that there is a lack of thoroughness in teaching these fundamental branches. This is not always the fault of the teacher. It

is probably generally the result of indifference, and therefore neglect, on the part of the pupil. But it seems to me that the public has a right to expect the primary schools to turn out scholars proficient in these elementary branches.

Some teachers have told me that they did not think spelling of sufficient importance to warrant the time ordinarily given to it, and I have known of cases where pupils have come from the grammar school so deficient in this branch as to be unable to properly spell the words commonly used in writing. I have also known this defect to prevent men from obtaining good positions that they might otherwise have obtained. This may be the fault of the student entirely, but I should say that wherever it can be done, and in most cases it can be done, children should be taught to be good spellers.

No child should be allowed to pass through the primary schools without a thorough, practical understanding of arithmetic. Of all branches this is perhaps the most important, for in practical life, while reading and writing may be more frequently used, one must have a knowledge of arithmetic in order to be able to engage in the most ordinary practical business affairs of life.

To make knowledge of all the elementary branches of value it must be thorough, whether it is to be the basis of a higher education or is to complete the education of the pupil. It therefore seems to me to be the matter of first importance that the primary education shall be thorough, and the courses of study should be so arranged as to accomplish this result.

The child of good application and ready memory should not be held back unreasonably in his work by one of dull mind. But it should be remembered that the primary school is designed particularly for the ordinary child. The bright student will likely pursue his studies beyond the course of the primary school, while this school will likely furnish all the learning obtained by the dull or ordinary child. The dull child might almost as well not attend school at all as to try to keep the pace of the reasonably bright pupil, for he leaves school with practically no education if he has been obliged to skim through his books in an effort to keep up with the brighter one. My experience leads me to feel that a thorough practical understanding of the subjects taught in the primary schools is more valuable in after life than a superficial, imperfect understanding of all the subjects gone over through a college course.

I would, therefore, suggest the thought, which may not be new, of so classifying the students in each grade studying the same subjects that those ordinarily dull may be kept together until they master the subject, while those who are reasonably bright may be

allowed to go forward more rapidly, to the end that all shall thoroughly master each subject taught. It is more important that every student leaving the primary school should thoroughly understand all the subjects he has studied, than that all the children who enter at the same time should complete the primary course at the same time.

The value of education is not measured by the number of books one has read, but rather by the power of mental application one has developed, and by the subjects one has thoroughly mastered. In fact, no education is acquired unless the subjects studied are thoroughly mastered. To permit pupils to pass over subjects with only a superficial and imperfect understanding of them results in a waste of money to the tax-payers and a positive injury to the pupils themselves. It not only establishes wrong habits in the pupils, but generally results in giving them a distaste for study, drives them out of school prematurely and frequently changes the whole course of their lives. It is not enough for the teacher to learn at the end of the term or school year that some of the pupils have not mastered the studies gone over, and compel them to go over the work again. To do this generally produces such discouragement in the pupil as to result in permanent injury. The fact should be known at once and the pupil should not be permitted to proceed until the lesson of each day is mastered.

You will doubtless infer from these remarks that the part of the public for which I speak places thoroughness of education above all else in importance.

The reason for taxing all the people for the support of the public schools is that all are interested in developing the best possible citizens out of the girls and boys who are growing up to manhood and womanhood, and the public has a right to expect the best possible return for the money expended.

To aid the pupil in acquiring useful knowledge is only a part of the province of the public school. While the mind of the child is being moulded by the study of the school, it is of supreme importance that the ideals also should be properly formed. In many instances the teacher has more influence in forming the child's ideals, and in directing the course of its life, than have the parents. The public is therefore deeply interested in having this influence exerted in such a way as to build up the highest and best manhood and womanhood. Where many children are brought together, as in the school, the general spirit that controls the student body has great effect in shaping the life and character of the individual child. If a spirit of honesty, of highmindedness, of gentility, of chastity and of patriotism controls the student body, the strong tendency is to encourage the development of the same qualities in the individual student. In establishing the standard of character

of the student body and of the individual student it must be remembered that the teacher is not only the leader, but is also the pattern and inspiration. The highest work to which any man or woman can be called is that of helping to form the character of the children who are growing into manhood and womanhood, and the teacher has a duty in this respect that cannot be lightly regarded. No one can help establish high ideals in another unless he has high ideals himself. It is worse than useless for one to talk to another about building up a clean, high character unless he can himself show such a character. The man of selfish and traitorous character would make a ridiculous spectacle if he were to undertake to show others how to feel and to be patriotic.

The public has a right to expect to see in the teacher the manifestation of the ideals they wish to see established in the children he is to teach, and there is little use to expect to see girls and boys come from our public schools with higher standards of character or of conduct than they see in their teachers.

The public, therefore, has a right to expect the teachers to realize the duty and responsibility that rests upon them in helping to shape the lives and characters of the children entrusted to their care. If they properly appreciate the responsibility they will first make their own lives such as to be worthy patterns for the children to follow, and will also in every other possible way use their utmost endeavor to form in the childish minds the highest ideals of manhood and womanhood.

Some of the books used in the schools play a large part in helping to form these ideals. This is especially true of the character of the stories contained in the readers furnished to the pupils. Stories of noble, generous, unselfish deeds in the reading books of school children must certainly have the effect of stimulating in the young minds the desire to do similar deeds. I am firmly of the opinion that the stories of patriotic conduct, of love of country and of acts of heroism contained in the reading books furnished the school children during the eighteenth century and the early years of the nineteenth century had as much to do as any other thing in forming the character of the American citizen to equip him for the struggles for independence, and to carry forward the work of building the grandest and most beneficent government the world has ever seen. I know that nothing in my younger days impressed me more than the stories of noble conduct and heroic patriotic deeds contained in what was called the Rhetorical Reader used in the schools at the time my father and mother attended them, and which my mother placed in my hands when I was old enough to read it, and no impressions of my youth have been more lasting than these. I regard it as a great public

calamity that this reader, or one of similar character, has not been put into the hands of every boy and girl who has ever attended our public schools.

I also regard it as a public calamity that so many of the readers used in the public schools are filled with fairy tales and stories that give an entirely impractical and impossible view and understanding of life. I am told that these stories are designed to stimulate the imagination of the child, but I fear the result will be to tend to develop a generation of liars, and to make those who read and study these stories dissatisfied with the stern realities of life. If stories that every child of ordinary understanding knows are pure fabrication, designed to interest and entertain the pupil, are approved by those in charge of our school system, should we be surprised if the pupil out of school fabricates to entertain his associates or to obtain an advantage for himself? If the standard fixed by our approved system of education is applied to the daily conduct of life, have we a right to complain? The teachers may not be responsible for the books provided for the schools, but they can exert large influence in determining the character of these books.

The work of the teacher is not confined to the school room, and parents have a right to expect that teachers will see to it that the conduct of the pupils in the school yard shall be such as to develop no evil tendencies and establish for them no wrong ideals. Vulgarity and profanity are as improper in the school yard as in the school room. Rude and ungentlemanly or unladylike conduct about the school is more injurious than if indulged in anywhere else, because of the large number of children that may be affected by it. Athletic or other sports, not wrong in themselves, which have a tendency to supply the body with normal activity are desirable. But no words that can be employed can too strongly condemn any play or sport that tends to abnormally develop the body at the expense of the mind, or that cultivates a rough or brutal character in those who engage in it or who witness it. Probably the most brutal and demoralizing sport ever engaged in by school children, but one that is chiefly practiced by those who have passed beyond the primary grades, is that of foot ball, and I do not hesitate to predict that public opinion will in the near future demand that it be eliminated from the practice of those who are being educated at the public expense. I mention the subject here because I feel that the public has a right to expect that those who are in charge of the primary grades will exert their influence against a practice that can have but one tendency, and that to lower the standard of manhood in those who indulge in it. The tax-payers have a right to demand that their money

should not be used to develop prize-fighters, and if any such tendency should develop in the public schools, those in charge of them would hear this demand in no uncertain tones. But prize-fighting is a gentleman's sport as compared with many of the features of foot ball as it is now played. Far be it from me to say one word in defense of prize-fighting, but I would remind you that not all the prize-fights held for years past have resulted in a fraction of the deaths and serious injuries reported as the result of foot ball games played during the one season lately passed. When a man has been knocked down the rules of the prize ring will not permit him to be touched until he has regained his feet, but when a man has been knocked down in a game of foot ball it is not only proper, under the rules of the game, but it is the universal practice, if he holds the ball, that a dozen or more heavy men should immediately pounce upon him and attempt to hold him down, even at the risk of his life. I have been told that after witnessing for the first time a game of foot ball played by teams from two leading universities, the Vice-President of Mexico remarked that for excitement and brutality bull-fighting was worthy to furnish entertainment for the angels as compared with foot ball. When our schools of highest education give countenance to a practice that so impresses one accustomed to witness the brutalities of the bull-fight, it would seem to be time for all persons interested in education and in the children who are coming to manhood and womanhood, to raise their voice in warning and protest against the effect on the lives and character of our children that experience teaches always follow the indulgence of every brutal practice.

J. O. HAYES.

* * *

Arithmetic: Possibilities of Scope and Method as Suggested by the New State Text

(ABSTRACT.)

The last few years have given us much discussion of the place, scope and methods of arithmetic in our elementary schools. Many experiments have been tried, and it seems to the writer that we have now, in California, reached a suitable time for taking stock and outlining new action. In spite of our intentions to the contrary, the text-book in so highly organized a subject as arithmetic will largely determine the scope and method of our work. But

it is well that superintendents, members of county boards, teachers in normal schools, and those teachers in the grades who recognize the desirability of breaking our educational traditions, should unite on a few general principles. Now that we are committing ourselves to a new text, it is suitable time for the enunciation of these principles. An attempt is made to summarize them here, as they appeal to the writer. The dogmatic form of expression is assumed solely for the sake of brevity. It is hoped that those who are not prepared to accept these views or who hold contrary ones will give them free and pointed expression.

What should be held up mainly as the aim to be realized in the teaching of arithmetic? These aims, in the past, have been various. It has been taught as a part of general culture, giving insight into numerical relations, scientific method, etc.; and thus have crept in many things which have no direct utility, which consumed time and energy. Belonging largely to this category we still have the study of very large numbers, factoring, greatest common factor and least common multiple, proportion, partnership, much of denominate numbers, compound interest, partial payments, equation of payments, cube root, and much of mensuration.

Again, arithmetic has been taught as a disciplinary subject. Because of its nature it provided a field where rigid, hard and accurate work could be easily exacted, with relatively little effort on the part of the teacher. Hence the subject has easily lent itself to the theory that rigid training in one subject will tend to develop mental faculties, whose strength may later be applied in many fields. The subject is regarded as a piece of gymnastic apparatus. Under this conception were introduced many long and complex problems; the learning of the logical processes involved in the various subjects, even though those were not used in practical life; and the many and various subjects which tended to fill the pupil's time for eight or nine years.

Again, arithmetic has been taught much for its utility. Sometimes this utility has not been so much for the mass of people as for special workers, as illustrative by the teaching of certain denominate tables, stocks and bonds, some phases of interest, currency, etc.; but it has been thought that the pupil might have use for these at some time, and as the study involved good mental discipline, there could be no harm in taking the work.

What, now, should the teachers of California schools in the year 1905 hold as the chief aim or aims in teaching arithmetic? I believe the time has arrived when, in this subject, our work and method should be determined almost wholly by the aim of practical utility, to be measured in terms of utility to the large majority

of our pupils. The other aims mentioned above may have been valid in the past, but they are no longer so. Take the analogous case of penmanship. Years ago this subject was taught partly with a utilitarian aim, but partly with others. The writing of those times involved much of flourish, of shading, of exact form, and soul-satisfying slope. The subject was handled with intention of giving the child an appreciation of the beautiful in form. Speed was a secondary consideration, legibility an aim not always realized. But to-day we have given up the ornamental, the aesthetic, in penmanship; we have just one utilitarian view, and that is to make good writers; and good writing for us to-day embraces just two prime qualities—legibility and speed. We do not aim to produce ornamental penmen, we are indifferent to aesthetic development through this subject, but we are more and more insisting on the strictly practical. Does this mean a decadence of aesthetic appreciation? Not at all; it simply means that we have found other and more suitable fields of endeavor in which to develop the body of habits and appreciation which constitute aesthetic development.

A similar evolution ought to be recognized in arithmetic. Teach the subject only for its practical utility. Omit all that does not contribute to this, study much more those phases which contribute to practical efficiency. We want culture in the school, but other subjects more adapted to this end are available; we want mental discipline, but it is questionable whether we can get that in another way than by studying all the subjects of the curriculum in such a way as to get from each its appropriate mental training; we need some appreciation of scientific and exact method, but here again we have many subjects which, in the ordinary processes of good teaching, will give us what we want.

Furthermore, we must learn to define utility in terms of utility to the large number of people. The making of apothecaries, carpenters, bricklayers, etc., is special work, and there is little justification for giving this work to the majority of children, girls and boys, who have only a remote chance of ever applying the same. If the teaching of stocks and bonds really did what some hope it will do—put prospective farmers and laborers “wise” on “frenzied finance”—there would be a general social utility in the subject. But, if we are honest, we must admit that our methods produce no such results.

The utility that must be chiefly aimed at in the study of arithmetic consists in the ability to apply this subject as a tool, readily and accurately, to those practical activities which come

within the range of the average life. To meet this aim, much of the present arithmetic should be omitted. The new State text includes such subjects as composite numbers, prime numbers, least common multiple, greatest common divisor, partial payments, insurance, stocks, proportion, which are of doubtful utility in view of the above definition. These subjects certainly are useful to some pupils; and for them provision should be made in an optional "business arithmetic" course in the last grade. On the same grounds, difficult and unusual problems should be omitted, except when specifically introduced to give training in solving practical situations, of which the child has full comprehension.

The pursuit of this aim would include more than is now given of exact drill in the fundamental operations and in applying arithmetic to practical problems which grow out of the child's environment. Facility and accuracy are still wanting in the graduates of our schools. We must aim at facility and accuracy in this subject as we would aim at legibility and speed in penmanship, and seek to attain it by means of special exercises and in all grades. In the last grades addition and similar operations should be taught; special exercises, designed to impart the habits that are appropriate to this stage of development should be carried on; expeditious methods developed; and on appreciation given of the importance of accuracy in simple operations.

As we have seen, our aim has largely determined our content in arithmetic. There is room for experiment in this field. It is hard for anyone to say just what should be included and what omitted when we are making practical efficiency our sole aim. But there can be no question that much that is now given can be omitted, and that more attention should be given to simple operations.

A further word as to scope. We have surely arrived at a time when we can declare that no formal arithmetic need be included in the course of study for the first two years of the elementary course. Some experience with number facts and relations will incidentally be acquired during these years, and this should be sufficient. There is no satisfactory evidence that pupils gain appreciably by heavy number work in the first two grades. It is not improbable that, with improved methods, it will not be found necessary to study arithmetic every day in the school year, even in the grades above the second. But the consensus of educational opinion is pretty well agreed as to the inadvisability of including the subject in the grades below the third, in any organized or formal manner.

Emphasis ought also be given to the idea suggested above: that the study of arithmetic in the last, or possibly last two grades

should be an optional matter, depending upon the capacity and probable career of the pupil. Business forms and business arithmetic may well be taught in the last two grades in such a way as to give the pupil who has a working career ahead of him a good foundation for that. But the pupil who will probably enter high school, the girl who has little power and interest in the subject and little likelihood of applying it—these should be excused and allowed to take other and more profitable work.

Only one or two suggestions as to method are in place here. In view of what has been said above, mental arithmetic, so-called, and written arithmetic should not have separate treatment. All arithmetic should be mental as far as size of numbers and complexity of operation will permit. Especially in the common operations, in practical applications, the mental or part mental solution of problems should usually be extensively carried on before written work is taken up.

One other principle may be accepted as established. All study of arithmetic should, as far as possible, grow out of the pupil's environment—the environment that he feels, appreciates, understands. This means that problems should be taken having local terms, conditions, and outcome. The pupil should make his problems to some extent out of concrete conditions as he understands them. The problem of the book should be restated to fit current local peculiarities. In no other way can we make arithmetic deal with real life. In no other way can we make the subject vital and interesting to the pupil at all stages.

And this is by no means easy, even when the teacher has time at her disposal. This means something more than merely restating a problem so that an acquaintance of the pupil takes the place of the mythical personage in the example, or that a local measure takes the place of one used elsewhere. These steps are good, but they are only the beginning. A complete realization of the above ideal means that the teacher must take the experience which the child holds somewhat vitally, which stands out with much significance to him, and out of this real experience organize real or nearly real problems. Not an easy task, and especially hard for the teacher with many classes.

But it is much to have accepted the principle. Let us once determine that arithmetic must correlate itself with the environment of the child as closely as is possible, and we shall continually find opportunities to make the adjustment. Let the teacher once determine that she will no longer cause the pupil or herself to be slaves to one text-book, and even in a supplementary text will she be able to find problems and suggestions that will give her subject

greater vitality. At least occasionally she will get the pupils to build problems, similar, possibly, to those already solved, but involving local conditions. Once in a while she will be able to have her pupils look up from an abstract and meaningless subject and see that it fits the world around them—the real world in which they live.

And, lastly, it should be noted that the complete treatment of arithmetic involves two phases of work, each with its appropriate method. There is the content side of arithmetic—that which consists in giving the pupil an appreciation and understanding of the conditions and situations in life which admit or require arithmetical treatment. We grow to understand these by working with concrete materials, with real situations drawn from life, with examples brought forward by each pupil individually. This kind of work gives understanding, appreciation. For this the teacher must provide interesting materials. In this work she may have much correlation. Individuality should appear here, and the work should not be onerous.

The second stage is that in which the aim is facility and accuracy and the painful (perhaps) unravelling of complex situation. Most of this comes within the meaning of our term "drill." Drill work requires a method of its own. It should be, of course, intensive; only a few things at a time should be treated; otherwise there results division of attention and the formation of confused and imperfect habits. Correlation is not to be thought of where drill is involved. The teacher must clearly keep in view the special ends to be attained. Before drill, appreciation and understanding; then drill for speed, for accuracy, for facility.

Note.—Some have inferred that the writer does not like the new State text. This is a mistake. Rightly used, it is as good as any book that could have been adopted, and it is probably fortunate that no arithmetic with a "system" was adopted. The book omits much that should be omitted, provides many fairly well graded examples, and is probably the most serviceable book that was available.

DAVID S. SNEDDEN.

Secretary's Minutes of the California Elementary School Association

San Jose, December 29, 1904.

The program as published was carried out in detail.

At the business meeting held December 29, 1904, the following officers for 1905 were elected: President, Dr. M. E. Blanchard, San Francisco; Vice-President, Miss E. M. Sherman; Secretary-Treasurer, Miss Lois A. Peckham, San Francisco.

The constitution, by unanimous vote, was amended to read:

ARTICLE I.

This association shall be known as "The California Elementary School Association."

ARTICLE II.

Its object is to promote the interests of Elementary Education in California.

ARTICLE III.

Its members shall be members of the California Teachers' Association, and their dues twenty-five cents per annum.

ARTICLE IV.

SEC. 1. Its officers are a President, a Vice-President and a Secretary-Treasurer, all elected annually.

SEC. 2. Its Executive Committee consists of the three officers and four other members appointed by the President, and meets at the call of the President or four of its members.

ARTICLE V.

Its regular meeting occurs with the California Teachers' Association. Special meetings at call of the President or four members of the Executive Committee.

Mr. C. E. Keyes of Oakland moved that the dues (twenty-five cents per annum) be paid at once, and all expenses for the session of 1904 be paid from these dues. Carried.

Respectfully submitted,

LOIS A. PECKHAM,

Secretary California Elementary School Association.

Manual Training and Drawing Teachers' Association

San Jose, Cal., December 28, 1904.

Since no formally prepared papers were read before the association, the following notes, taken during the address, are all that can be presented.

WHAT MONTEREY IS DOING.

By C. H. Meeker of Monterey.

Scissors and knife work, at the desk, are giving good results in the country schools of Monterey County. The models in the schools are coming more and more to represent useful practical things that enter into the lives and interests of the pupils.

The new manual training rooms at Monterey will, it is hoped, soon be equipped with such powerful machinery as will greatly increase the efficiency of the shops, so that the pupils will then be able to work out practical designs in furniture as well as executing more satisfactory work on other advanced projects.

In the general discussion following Mr. Meeker's address the thought of the practical application of both art and handcraft was further developed and emphasized.

SOME DRAWING PROBLEMS

By Miss Shirley Charles, of Palo Alto.

The drawing teacher has a particularly wide range in which she may plan her work in California. The children should be given the elements of general culture and their power to appreciate the beautiful in nature should be developed. Little children are eager to express themselves and drawing furnishes one of the most satisfactory mediums of self expression.

Interest is established by connecting this work with the thoughts and objects familiar to the children in their outside plays and occupations; also by making designs for actual use, such as illustrations for the leaves of a calendar or a design for the cover of an album.

The child should be taught to express himself with his pencil and brush while he is in the lower grades of the school, as it is

shown by experience that when children do not gain this facility of expression while quite little their progress is far less satisfactory in all subsequent art work.

COLOR TEACHING

By Miss Nina Davenport of the San Jose Normal School.

In the Normal School proper, out of the year's work devoted to drawing, from six to ten weeks are spent on color work. When the Normal students enter class this work is almost entirely new to them, and so in the limited time that can be spared for this subject the main object of the work is to give the students some appreciation of color and to teach them to tell simply and clearly what they use.

After several years of experimentation the Normal School has found the three-color box containing clear yellow, blue and red, the most satisfactory for beginners. Heavy manila paper, a five-cent Japanese brush and a cup of water complete the equipment.

The fall is the best time of the year for color work and so the Normal School does its work at this time, when satisfactory subjects can most readily be secured.

The first lessons teach the pupil to hold his brush, to mix his colors and to arrange his subject. Colors are mixed *on the paper* by the "floating-in" method, as this gives better results than mixing the shades and tints in saucers before their application.

Collections of children's work on fall fruits were shown, demonstrating the feeling and taste that even beginners display if rightly led. But most important of all is the training of the pupil's perceptive faculties by which he learns to see and appreciate beauties of color and from which he would otherwise have passed unnoticed.

Color work should be given the children while they are in the fourth and fifth grades, as at this time they take it up readily, whereas they seldom do as well when the work is commenced in higher grades.

MANUAL TRAINING IN THE SAN JOSE NORMAL SCHOOL

By E. R. Snyder of the San Jose Normal School.

The work exhibited in the halls of the Normal School shows the actual product from the hands of the pupils. It should be remembered in viewing and judging this work that accuracy of execution

is not an aim in the course. It may appear, but does so merely as an incident in the progress of the child. Educational factors of far greater importance are being dwelt upon and provided for. In the exhibit one room full of the Normal students' work is shown. In this work, too, mere accuracy of execution is not the end to be attained, but the students are encouraged to experiment, invent, plan and think for themselves. The cardboard village exhibited in one of the rooms is composed of houses good and bad, just as they left the hands of the children.

Manual skill is merely an incident in the work of securing mental training and self-expression for the child. Hence children build wigwams, weave mats, make clay pots and shape bows and arrows, all as play work that they may appreciate such Indian poems as Hiawatha. Thus weaving and construction work are used to aid the child in his appreciation of history and literature.

The object of providing the child with occupations such as manual training offers is to have the child do the thinking and planning while the teacher stands ready to assist him with the mechanical execution of his thought. But, unfortunately, in many schools the exact reverse of this method is attempted and the teacher, through drawings and models, deprives the child of any opportunity for original thought.

DRAWING IN THE SAN JOSE NORMAL SCHOOL

By Miss Enid Kinney of San Jose.

Miss Kinney explained briefly how the pupils were taught to use the various mediums of expression, the pencil, the pen and ink, charcoal and color.

MAP MAKING

By Walter J. Kenyon of the San Francisco Normal School.

Each student at the San Francisco Normal School is taught to make himself a full set of standard topographical maps, coloring and shading the same, so that on graduation the teachers go forth with a set of model charts from which to teach and also with a full understanding of all the operations required, that they may intelli-

gently direct their children in enlarging, border making, coloring, lettering and mounting.

India ink is used for marking the rivers, as washer subsequently applied to the map do not cause this ink to run. Mountain ranges must be carefully worked out with suitable line shading and the various parts of the map colored with suitable color washes.

In finishing the entire map is coated with a thin dull film of shellac fixative, which is carefully sprayed on in several successive coats. This imparts a durable dull finish, much more satisfactory for use in the varying lights of the school-room wall than the shiny varnished surface sometimes used by map makers.

SOME RECENT MODELS IN MANUAL TRAINING

By Olcott Haskell, of San Rafael.

A Whittling Course, designed so that the work could be executed with a very simple outfit at an ordinary school desk, was shown. The models were completed articles, such as might be made by boys or girls from ten to fourteen years of age.

For this work in whittling each child should have an outfit consisting of a tool tray and cutting board, the tray containing a ruler and pad of paper, a sloyd knife, compasses, try-square, pencil and sandpaper block. The whittling, whenever possible, should be done with the child in a good standing position; and models should be chosen that have long free curves rather than those requiring in their execution mere notching and scratching with the knife point.

The method of whittling out a round stick was illustrated, showing the successive cuts and the gradual increase in the skill required to form the faces from those of a square prism to those of prisms having respectively eight, sixteen and thirty-two sides.

It was shown how the material might be so proportioned and the exercises so executed that even on seemingly difficult objects there should be no danger to the child from his use of the sharp knife.

The cutting action of saw teeth was explained and the same illustrated by means of wooden models of saws with enlarged teeth. The rip-saw teeth form simply a series of flat chisels, paring away the wood by successive chips; while the cross-cut saw teeth are like chisels skewed at an angle so as to cut on their outer corners first and so arranged as to sever the fibers of a board at *two* points, one on either side of the saw blade, and then to pare it out. This difference in the action of the two kinds of teeth was clearly illustrated by cutting soft clay with the wooden saws.

THE DRAWING COURSE APPROVED BY THE STATE
OF MASSACHUSETTS

By Prof. A. B. Clark, Stanford University, Cal.

This talk was illustrated by an excellent collection of drawings representing the work in design, nature drawing and constructive drawing, as studied in the State of Massachusetts under the direction of Superintendent Walter A. Sargent.

The work of the advanced grades and the high school shows the wide range in application and measuring which drawing is made to leave in each pupil's life.

Design includes color schemes for the treatment of rooms, shown in excellent perspective, all-over patterns in color for textiles and fabrics, artistic designs and working drawings for metal work (which are actually constructed for these drawings).

Nature representation includes drawings of people, flowers, fruit and landscape, charcoal, water color, monochrome and pencil being used, each in its place.

Construction drawing includes mechanical projections and working drawings for machine details or buildings. These three branches of work seem to be thoroughly taught so that the pupil understands the principles and can accomplish results in each of them. It is evident that each branch of the drawing course helps the other branches; nature representation is accomplished with more comprehension because of study in design and construction; design is applied with taste because of the nature study and it is practical because of the constructive study; mechanical drawing is not merely abstract, but the systematic means of thinking and planning the making of some definite beautiful object.

Indeed, in this Massachusetts course, high ideals are being realized, the dreams of enthusiasts are "come true." The child's latent appreciation of all that is beautiful in nature is developed and he is shown how to make it a part of his daily existence, and how to be an influence in producing better taste and construction, more beauty, simplicity and honesty in the products of exterior civilization, civic architecture, parks, bridges, etc., and in houses and in their appointments, as well as in the works of painting and sculpture. Truly the Massachusetts pupil is favored.

Unity of purpose is apparent throughout the course. The work is modified to suit the age of each grade, although each grade studies the same three lines of work, *i. e.*, one grade differs from another in quality more than in kind of work attempted. The first three grades do more narrative work, they use colored crayons in part instead of water color, and they cut silhouettes of animals and

houses from dark paper. The advanced pupils study perspective principles.

Nothing in the school curriculum would seem to be quite so useful and practical or to assist more in adapting the school to the real needs of our citizens than such an enriched course of drawing as this presents.

There are places in California where parts of the drawing course are equally good, but in many places the teachers have not yet a broad grasp of what drawing is. We are trying at Stanford to prepare teachers who do know what its possibilities are.

CONDITIONS OF DEVELOPING SPECIAL TEACHERS OF DRAWING AND MANUAL TRAINING IN EVERY SCHOOL

BY PROFESSOR DAVID S. SNEDDEN, OF STANFORD UNIVERSITY.

The average teacher cannot be expected to teach well every subject in the curriculum, yet on the other hand a school with all its teacher specialists would not be in every way satisfactory. So, then, some compromise of these two extremes ought to be effected or might at least be sought and tried by having each school building where a number of grade teachers are employed supplied with teachers able to teach some one or two of the more technical subjects in several of the grades. Such a method would tend to furnish partial specialists and would go far toward improving and correlating the various lines of work. To further this desirable end the Normal Schools might prepare their graduates to take charge of such work along special lines, in addition to the general preparation for all lines which is usually furnished in such schools.

Professor Snedden's address led to a general discussion as to the best ways of introducing Manual Training or Drawing into schools where this work has not before been taught; and at the close of this discussion a business meeting was held at which Professor A. B. Clark, of Stanford University, was elected President of the Association for the ensuing year and Mr. Charles H. Thorpe, of San Francisco, was chosen as Secretary for the same period.

Respectfully submitted,

OLCOTT HASKELL,
Acting Secretary.

The Conditions of Developing Special Teachers of Drawing and Manual Training in Every School

(ABSTRACT)

In discussing any educational question it does no harm to set up, occasionally, ideals which are beautiful and complete, but which lack practicability. In this way we may sometimes determine our movements better than in any other. But the time soon comes when practical considerations must be taken into account. The humanly possible, under present conditions, must determine our aims largely, especially after we have settled down to earnest work after the first flood time of enthusiasm.

The writer, speaking not as a manual training man, but simply as one who tries to study practical educational questions, believes that the time has arrived when we should take careful account of the humanly possible in preparing teachers. He has especially in mind the teachers who are to handle the newer material of the curricula of the elementary schools—nature study, agriculture, drawing, manual training. At present we occupy two extreme positions in these matters. One man asserts that the teachers should be the teacher of the child, and as such should teach each and every subject that, for a given time, the child should study. The capacity of a group of, say, fourth-grade children is strictly limited. Let the teacher be prepared to give them whatever they may need for the year of the traditional subjects and the newer subjects as well. It may involve some little difficulty for the older teacher to fit herself in the new lines of work for which she may have neither capacity nor liking, but this is temporary and there is required only some compulsion to make of all at least fair teachers of these newer lines.

The other extreme position is found when a subject, as drawing, has a special teacher who works with hundreds of pupils each week. This teacher is an expert in her subject, knows it in content and method, and can keep abreast of all new knowledge. The weakness of the system, of course, is that this teacher never comes to really know the children.

Between these two extremes we have two plans which are still in the experimental stage, especially in the matter of manual training. The first is to have a supervisor of the subject who is naturally a master of the subject, who works with the teachers. The teachers may develop no extensive mastery of the subject, but the supervisor marks out a detailed plan of work, attends carefully to its execution, and thus, in a sense, from the pupil's point of view, gives a combination of expert knowledge, and knowledge of the individual pu-

pil. The other plan is that which gives to every two, three, or four grades special teachers, each of whom has made a special preparation in subject and at the same time is able to become reasonably well acquainted with the child.

Those engaged in preparing teachers and those who superintend our schools ought to frankly consider these various plans to determine which is most practicable—which gives the maximum of educational efficiency with a minimum of waste.

The first plan—that of having every teacher master of every subject—the writer believes not to be humanly possible. There is no subject in the elementary curriculum today which has not developed an elaborate methodology of its own. The teacher of geography who would handle that subject as it ought to be handled must be a widely-informed student and must be prepared to devote hours, weekly, to the study of it alone. Most of our teachers of geography are positively ignorant as to recent developments, both in content and method, in this subject. Furthermore, in the two or three years devoted to the preparation of teachers, how many of them can acquire that mastery? This is also true of such subjects as history, arithmetic, composition, language study, literature, music, current events, science, manual training, etc. Each of these has had its special development, each has its body of literature; and it is no more practicable to ask a teacher to be master in the various fields than it is practicable for a college professor to be an expert in two or three unallied subjects. The fact is that it is an injustice and an imposition to ask our established teachers who are devoting the best of their energies to teaching the traditional subjects, to take up and learn new subjects which make, perhaps, little appeal to their interests and native capacities. Those who have watched some of our men trying to teach music, or women, with no liking for soil and animals, trying to teach nature study and gardening, will understand what is meant. The best work of our age is that which is dominated by the tendency towards specialization; the division of labor is the key to modern efficiency. In the higher education we have learned the lesson already; we shall have to learn it in elementary education.

But the other extreme position—that of having such minute division of labor that one teacher deals with hundreds of children in only a fragment of their education—this, also, is open to serious objections. With children the personal factor of teaching counts for much; there must be acquaintance, individual contact of some sort. Under present conditions it is doubtless true that the specialist in manual training, in music, in drawing, may get better results, from every educational point of view than the grade teacher who tries to add these subjects to her already large list. But a school

system in which a considerable part of the work should be carried on in this way would be but a factory; and it would be necessary to label the graduates "machine made." It is hard enough in our colleges where the instructor lectures to hundreds and seldom comes to really meet one; but the effect in an elementary system would be inconceivably worse.

The principal objection to the work of the supervising teacher—one who does not teach children, but works intimately through the regular teachers—is that it can hardly produce organic education. The teacher cannot teach *from herself*, but is merely a kind of intermediary. She does not know why a bit of work comes here and not elsewhere; the philosophy of the subject is beyond her. Of course, where a system of supervision has as its goal the ultimate mastery of the subject by the teacher, the case is different. It is certainly desirable that we have specialists in the various subjects who can assist teachers to build up their own knowledge. But the question which, in all seriousness, the writer raises, is as to whether it is possible to make out of average men and women, with their limitations of time, strength and native capacity, the all-around specialists (if the contradiction in terms can be allowed) which must necessarily be the case with the teachers of all subjects.

A well-organized system of departmental work means that in school of five or six grades (because we are thinking of work somewhat above the lowest primary) the teachers specialize their functions while at the same time keeping intimately in touch with the school and its pupils. In the average body of six teachers it is usually possible to find one who is quite strong in music as well as in some of the traditional branches; another who can develop easily and pleasantly skill in teaching drawing and some other subjects; another who, with some encouragement, would be glad to pursue the study and teaching of manual training; and another who could be induced to devote special attention to nature study. Of course the teacher who thus specialized would find more time in which to study her subject; she would find other inducements to attend summer schools, to buy special books, etc. Or, again, in the average Normal class, there can always be found some who, with some inducement or, possibly, owing to inherent liking, would be willing to give attention to special subjects. Normal School teachers tell me that special talent for drawing, for nature study, for manual work, is always coming to the front and waiting only for encouragement.

Now it seems to the writer that it is along the line of departmental work that we shall find the solution of our problem—that of providing special skill in teachers, and at the same time preserving the individual contact of teacher with pupil. Departmental work,

rightly administered, does not make of each teacher an extreme specialist; but it gives her charge of a class for the purposes of personal control, discipline, etc., and also allows her to teach this class in those traditional subjects as language that can be taught with no extraordinary effort; and, in addition, allows her to teach classes in other rooms in the subject to which she has given special attention and in which she has special skill and pleasure. This system has been tried often enough to meet all objections as to its feasibility. It is the only system which allows the ordinary teacher to develop power and pleasure in a field of her work.

In view of the fact that manual training is now coming rapidly to the front and that it offers very many difficulties to the teacher who is not "to the manor born," it seems to the writer that we ought to carefully consider the possibilities of departmental work, both in administration and in the preparation of teachers. If the system proposed is right, let all manual training people stand for it, for it is certainly practicable. Let us encourage teachers now at work to specialize where they feel that they have natural capacity and interest. So far as the writer understands the educational situation, this is the line of practicable and effective development.

DAVID S. SNEDDEN.

* * *

Music Section

Mrs. L. V. Sweesy
Chairman

Emily M. Dodge
Secretary.

Any one attending the Music Section of the State Teachers' Association must have been convinced that the subject of music in the public schools is a live and growing one.

This section, which a few years ago had difficulty in securing a quorum, filled Grammar Hall to overflowing and was compelled to hold its afternoon session in the large assembly room in order to accommodate those interested in the subject of music.

The session was called to order by Mrs. L. V. Sweesy, Chairman of the Music Committee, who, after a few introductory remarks, proceeded with the program.

The opening number, "Our Jack," by the Boys' Glee Club of the Palo Alto High School, under the direction of Mr. Jeffers, brought forth a most enthusiastic encore.

The singing of this club, with that of the Girls' Glee Club of the same school, was one of the most enjoyable features of the ses-

sion. Such purity of tone, such harmony and expression, was a proof of what can be accomplished under skillful direction with the young ones in the public schools and reflected much credit upon Mr. Jeffers, their director.

Mrs. Kate C. Wood gave a most interesting talk on conditions as she found them in Elko, Nevada, where the children from the High School down, had never received the least instruction in music.

These children, many of them coming from the cattle ranges and mining districts, were unfamiliar with our most common melodies.

When called upon to sing "America," there were but fifteen in a class of seventy-five who knew the melody. Owing to their lack of early training, many were hopeless monotones, showing that in music "Ignorance is not bliss." In the churches the music was in a deplorable condition and in the Sunday-schools the teachers did the singing, while the children stood silent with their hymn books in their hands.

A pioneer in such a field necessarily has many difficulties to overcome, and as Mrs. Wood told of these difficulties and how she had met them, how the introduction of music, with its refining and elevating influence, was reaching out into the home life of the community, her hearers were impressed with the fact that public school music has a mission to perform, a mission far reaching and lasting in its influence.

Mrs. Wood's talk was followed by an interesting discussion led by Mr. C. F. Scott, of San Francisco.

Miss Ethel Sherman Jones gave much pleasure by a vocal selection, "The Swallows," and for an encore sang "I Know a Lonely Garden."

The morning's program closed with two numbers by the Girls' Glee Club, "My Sailor Boy 'Tis Day," and "The Night Has a Thousand Eyes."

The afternoon session was most pleasantly opened by two selections by the Girls' Glee Club, "The Nights," by Roberti, and "The Spinners," from the "Flying Dutchman."

Mrs. Gertrude Parsons, of Los Angeles, then read a most interesting and instructive paper on "Rhythm From the Child's Standpoint," interspersing it with a number of illustrations. Miss Estelle Carpenter, of San Francisco, led in the discussion which followed and illustrated a number of the rhythmic songs used in the San Francisco schools.

The "Round Table" consisted of short talks on the various phases of public school music.

Those taking part in these discussions were Mr. J. J. Jeffers, of Palo Alto; Miss Ida Fisher, of Oakland; Miss Estelle Carpenter, of San Francisco, and Miss Emily M. Dodge, of Stockton.

At the close of the session an adjourned meeting was held and the Music Section organized as an association. The following officers were elected for the ensuing year:

President, Mrs. L. V. Sweesy; Vice-President, Mr. J. J. Jeffers; Secretary, Miss Ida M. Fisher.

The subject of music in the high schools was discussed at much length. It was found that very few of the high schools in the State had music in any form. Those which did give the subject of music any attention, limited it almost entirely to a few minutes of chorus singing as a morning exercise.

It was the opinion of all present that if music in the high schools was to be placed on a proper basis it must be made a part of the high school course and be recognized and accredited by the two universities.

A committee was appointed to interview the heads of the two universities in regard to the matter.

* * *

Musical Rhythm from the Child's Standpoint

"True education is mainly by activity, and doing is psychologically far higher than mere knowing."—*Stanley Hall*.

Apropos of this statement our ancestors must have been endowed with real psychological feeling, for their "doing" from a rhythmical standpoint is an established fact.

From earliest times man has endeavored to express himself, his feelings, emotions, impulses, through some rhythmical manifestations. In primitive times rhythm preceded melody, as shown in the clapping of hands, beating of drums, striking together of sticks and various other rhythmical movements.

Many of the savage tribes of today make the rhythmical side of music the main point, often the highest idea of a musical performance consists in the imitation of the galloping or trotting of various animals.

Rhythms with all Orientals were very strongly marked and are still so with peoples of different countries. So vigorous is the mark-

ing of rhythm that the whole body of the musician sways back and forth. Clapping of hands still exists in Egypt, so we are told.

To this day natives of Morocco and Tunis, and especially Jimah maidens, accompany their social songs with clapping of hands and stamping of feet.

The trite saying that "Human nature is the same in all ages and under all conditions," is certainly applicable here, for the same impulse which led our remotest ancestors to express themselves rhythmically prevails today. There is a natural tendency in human nature to make all movement rhythmical.

Almost every one walks in time and the strains from a band impel nearly every boy and girl to "fall in step." Children reproduce in every generation the earlier stages of racial growth. This is exemplified in the manifestation of rhythm, which is innate and which children are consciously expressing consciously or otherwise. With what delight does the child march, with soldierly bearing, to the sound of martial music, skip and dance to a lively strain, or play his part in a pantomime band, accompanied by music.

As to the child's enjoyment of these expressions, there is no question; daily observation proving it to be no small part of his play life.

Let us consider two forms of the child's expression: The unconscious and the conscious. Of the unconscious manifestation of rhythm we note many instances. Much of the beauty of these lies in the perfect freedom and spontaneity with which they are given and it seems a pity that the "awakening" stage, with its accompanying awkwardness and timidity, must become a part of the child's experience for a time.

When the conscious element is observed, expression through the physical is manifesting itself in a clumsy, awkward fashion, in most cases. Boys especially seem to be afflicted. This part of humanity seems not to know how to manage his arms and legs; not because he is unrhythmical, but he is suddenly awakened to the fact that he is trying to manipulate them in some particular fashion; hence his freedom becomes checked and he is more or less hampered. There are children who pass from the unconscious to the conscious stage with comparative ease—no perceptible awkwardness being observed, but these are in the minority.

There comes a period when the conscious desire to express physical rhythm is observed; the innate feeling for regular movement which must be satisfied. This takes on different forms.

Young children like to play rhythmical games and thoroughly enjoy imitating animals and various manifestations of the world about them. They are delighted to fly like birds, gallop like horses,

walk like camels, imagine themselves blacksmiths or shoemakers, imitate the pitter patter of the rain, the puff of the engine, the rocking of the cradle and many other similar expressions.

Imitation is one of the greatest factors of education, especially in young children. They follow stilted directions in a listless, perfunctory manner, but the moment they are asked to "be like" something the whole attitude is changed and new life appears. Some writer has said that "in all good games two elements are found; an appeal to the imagination or an appeal to action; and no game ever gets hold of a boy unless it sets his fancy or his legs in motion." The games of "see-saw," "ring around a rosy" and "patty cake" suggest themselves here.

The child is asked to imagine himself a flying bird and immediately his arms move rhythmically and gracefully through the air. Again he is a galloping horse, and at once he is transformed into one, holding his head high, arching his neck and lifting his feet in regular movements.

There are many natural movements which claim his attention, such as walking, stepping, skipping, tip-toeing, running, springing, sliding.

Music which helps children to find their own rhythms in these movements should be given often.

Movements which lead to the gaining of freedom and control are skips and dances. These range from the fascinating "hippity-hop" and "heel and toe" to the more stately minuet. The recognition of various rhythms, when played or sung, tests the child's rhythmical sense, engages his attention in a delightful way and forms a valuable part of his education. An accompaniment on a musical instrument often serves as a rhythmic expression of thought.

With older children the recognition of rhythms takes on a more definite form. First imitations of rhythms if desired; through this the determining of kind, and later reproducing the sense in the musical symbols which are in use today. This is the more technical side and should succeed the physical manifestation, or with the middle or higher grades of school life, go hand in hand with it.

With the pupils of the higher grades of our public schools (I refer now especially to children in sixth, seventh and eighth grades) do we, as teachers, find our greatest problem in developing a clear definite sense of musical rhythm. This is one of the transition stages which psychologists tell us are of the greatest importance and which should be handled with delicacy, feeling and wisdom. Self-consciousness is very apparent, sensitiveness to surrounding condi-

tions is abnormally developed, and expression in any sense often takes on a most awkward aspect.

Just at this time, if more time could be given to the expression of musical rhythm through the physical, I believe a far greater freedom of mind and body could be attained; and there is no question in my mind but that the boy or girl who has been privileged to experience this kind of delightful work has not only enjoyed it, but has received something to his lasting benefit which others less favored have missed entirely. A few suggestions just here with reference to rhythms which have been tried and not found wanting may prove helpful. The swinging of dumb-bells and Indian clubs to musical accompaniment is enjoyable and beneficial alike to both boys and girls.

The minuet, that stately dance born of French origin, has been used most effectively. It brings into play other muscles than those used with the dumb-bells and develops another phase of the rhythmical sense. There are many movements of feet, legs, arms, head, which the teacher of tact and ingenuity can arrange if her interest and enthusiasm be great enough and if she can secure the use of a musical instrument.

Here is an exercise of which the children are especially fond and which calls into play so much of their rhythmical feeling. It really represents the use of the castanets, a relic of Spanish costume, and should be given to a selection typical of Spanish music and rhythm in waltz time.

Weight on balls of feet, raise heels. On first beat of measure turn body on balls of feet to the right, at the same time swing arms upward to the right. On second and third beats a slight movement of body up and down on balls of feet while snapping the fingers, eyes directed toward the fingers.

I know of no rhythmical exercise which calls into play more muscles of the body or secures greater control and poise. I suggest Mari Hofer's "Rhythms, Marches and Games," for help in this line.

Fraehel says: "We rob ourselves, as educators, and still more the child, as pupil, by discontinuing so soon the development of rhythmic movements in education." This strong element of rhythm constitutes a great factor in guiding the large store of energy and activity which most children possess.

The psychologist tells us that "the continuous discharge of undirected energy tends to the dissipation and disintegration of power." To conserve this energy, to direct it into proper channels, must be the careful study of every teacher.

One of the best aids for discipline is the wise use of rhythmic movements. Through proper direction much willfulness, coarseness

and general lawlessness of manner are taken from the child's life and his activity is instead directed into lines of self-control, moderation, poise and harmony.

I have spoken thus far largely of rhythmical gesture in its various forms, but we must not lose sight of the rhythmic expression through song. There are many worthy songs in which the rhythm is strongly marked and these are great aids in the development of rhythmic feeling. Their constant use awakens latent power, not only affording keenest enjoyment, but training the child to express his inmost feelings in the most beautiful way, for what language is greater or has more meaning than the language of song.

The most ordinary melody played or sung rhythmically will be always considered far more beautiful than a more lovely one given without accent; for people are more quickly impressed by the rhythmic quality than any other in music. It has been well said that "time is the pulse of music" and Lavignac, that eminent author of several books of music, writes, "To play in time is the politeness of music." He might, with equal sincerity, say, "To sing in time is the politeness of music."

Some one tells us that "all the world is music if one touches the notes rightly and in time," and Mother Nature in all her wisdom gives us daily examples of the rhythmical beat of the universe.

As Emerson says:

"For Nature beats in perfect tune,
And rounds with rhyme her every rune,
Whether she works on land or sea,
Or hides underground her alchemy."

MRS. GERTRUDE PARSONS.

Pacific Coast Association of Chemistry and Physics Teachers

ROOM N

President.....S. E. Coleman, Oakland
Vice-President.....James McIntosh, Stockton
Secretary.....Edward Booth, Berkeley

Semi-Annual Meeting

The semi-annual meeting of the Association, held at San Jose on Tuesday, December 22nd, proved to be a complete success and was one of the features of the convention of the California Teachers' Association. The room in which the meeting was held was hardly large enough to accommodate those who wished to attend. Three thoughtful and interesting papers were presented and the discussion had only begun when the time for adjournment arrived. The experience of this meeting confirms the prediction that future meetings of the Association will require more than a half day.

The meeting was called to order by President Coleman, who briefly announced that the subject for discussion was the "Relation of the Laboratory to the Recitation" and introduced as the first speaker, P. T. Tompkins of the Lowell High School of San Francisco.

Mr. Tompkins spoke from the standpoint of the teacher of physics and argued in favor of increasing the student's interest even if it should be necessary to reduce the number of quantitative experiments. He believed that the best results were obtained when the laboratory work preceded the work in the class-room, and when the latter was made subordinate to the former.

W. O. Smith of the Mission High School of San Francisco made a strong argument for the opposite method; and was followed by H. F. Sheldon of the Armijo Union High School who, as a chemistry teacher advocated a course half way between those recommended by the previous speakers.

In the discussion that followed President Coleman, Professor Sanford of Stanford University, Roger Sprague of Redding, Miss F. M. Scott of Haywards and others narrated their experiences and

told of their conclusions. Professor Sanford startled his hearers by announcing that the average work of students at Stanford University who had taken high school physics was no better than that of those who entered the university without previous training in that science.

The paper of Mr. P. T. Tompkins as it appears below is an extract.

THE RELATION OF THE LABORATORY TO THE RECITATION

The theme of this paper will be the following proposition: No principle should be discussed in the recitation, the foundation for which has not been previously laid in the pupil's own experience, *i. e.*, the pupil should first be brought into personal contact with the fundamental facts which form the basis of the physical principle which is to be studied in the text or discussed in class.

The principal methods of teaching physics have been classified into three: "(a) The Lecture and Demonstration Method. (b) The Recitation Method. (c) The Laboratory Method."

At various periods in my own experience, I have used these methods in different ways and combinations. In 1892-3, my first experience in teaching the subject, I used exclusively the Recitation Method with some demonstration experiments. In 1893-4, I used a combination of the three methods, but with no text. The laboratory, however, formed the core around which the recitations and demonstration experiments were grouped. In 1894-5 I used the laboratory method alone, with no recitations or demonstrations, merely requiring each pupil to make a written and oral report on his experiments and assigned references. Since then I have used the combination method with the lecture and demonstration parts reduced to a minimum. But while there is a pretty general consensus of opinion that no one of these three methods should be especially dominant, still there is considerable difference in the methods of combination of the three methods — particularly is this true of their time arrangement. For our present purpose these three methods may all be classed under two very general heads:

(1) The method in which the laboratory work precedes the other kinds of work.

(2) The method in which the laboratory work follows the others.

The practical test of any method of instruction must finally, of course, be the results obtained, and particularly where the differ-

ent methods have been employed by the same teacher. In this way the personal element is more likely to be eliminated. In my own case, the results seem to me to be overwhelmingly in favor of the method I now employ.

However, I was led to the adoption of this method in 1893 by purely pedagogical considerations. The main object of our school work is to develop good citizens, men and women of good character and sound judgment. To be able to arrive at a sound conclusion in matters of every day life, there must be the ability, first to find the facts, sift out the necessary from the irrelevant, then to see the relations between these facts, and finally there must be the power which knows the right relation has been seen.

Now the pupil who carries an experiment through to a finish, whether qualitative or quantitative, assorting his results and making the proper inferences from these results, has acquired a degree of independence, self-confidence and mental power, which must be of inestimable value to him in any line of activity he may pursue.

I have never been able to see how there can possibly be as great value *per se* in an experiment performed merely to make sure that the results obtained really do agree with a previously studied notion, as in the same experiment in which perhaps the same results are obtained, but in which their relations are carefully worked out and a serious attempt made to see what these results and their relations suggest. In the first, it seems to me that the chief training the pupil gets is in manipulation, and if he understands what he is expected to obtain from the experiment, I think the method is likely to result in his becoming a mere automaton. The fact of the case is, however, that he seldom clearly understands the previous work (text and recitation) and to a very large extent approaches his experiments in much the same frame of mind as the pupil who has not studied and recited upon the subject before. There is likely, however, to be one very great difference. The pupil who has studied and recited upon the subject before going into the laboratory, even with the help of demonstration experiments, unless he clearly understands the subject, which I hold is impossible (for no written or verbal description can ever make any one see in his imagination any phenomenon exactly as it occurs), such a pupil is sure to have some misconceived notions of the phenomenon he is expected to see. A bias of this kind is sure to result in incorrect observation and, further, the erroneous conception must first be removed before the correct conception can be substituted.

The pupil who approaches an experiment without any previous work upon it, gets as much training in manipulation, has a greater

incentive to use keener observation and receives infinitely better training in a high grade of thinking.

Our function is not to hand out to the pupil truth, but to teach him to plant the seeds of truth and to nourish them and harvest the fruit. We are not to present the pupil with elegantly made, highly polished articles of knowledge, but rather to lead him to improve the tools with which nature endowed him, and while improving them to carve out, finish and polish in his own way these articles of knowledge. I am sure that the knowledge thus obtained in addition to the acquired power and skill in handling his mental tools will be far more useful to him than the presented article, which must of necessity have so little of his individuality about it, and will probably be of as little use and interest to him as a Greek library to a Physics specialist.

In conclusion then I would claim for this method: (1) that it affords just as good training in manipulation as the other method; (2) that it adds to the pupil's interest in the subject; (3) that it is an incentive to keener observation; (4) that it develops more power and self-reliance; (5) that it gives the pupil a better hold on the subject matter; (6) that, as this method of attack is the truly scientific one, its scientific training is far better.

AN OPPOSITE OPINION

Mr. W. O. Smith took an opposite view. He said in part:

I think we all believe that the proper method of approach to a scientific subject in teaching it to young people is the method normal to the development of the science itself. Can there be any question that the value of scientific study, considered as a means of training only, lies in the fact that its method is the systematized application of processes that every healthy person — young or old, but young, particularly — is using every day, and by which he has largely acquired what knowledge he has of his world!

The content of physics is valuable beyond verbal appreciation; all teachers of subjects are aware of the peculiar value of their subjects — it follows naturally from their intimate and intensive study of the subject, and from their own experience in developing the thought of growing minds. So when we science men claim a special value for physics — both as to its content and as to its method — the rest of them might smile indulgently at us, and

murmur, "Just wait till we get our turn"—if it were not for the fact that our pudding has been eaten and tested in the eating, and that the world which has so long done without any scientific study for its youth, now knows that it is good, and demands more and more of it. And this is not because of a vague popular feeling that more science in the schools will make better engineers, but truly because the business man and the lawyer—as well as those whose arts rest on a basis of natural science, such as the physician and the engineer—are aware that an understanding of the physical facts in the world about us makes a man or a woman surer in all his or her contacts with men and with things.

So my high valuation of physics rests not upon its form alone, not alone upon the noble scientific method which is possible because we need never blush for the exceptions that fall upon us out of a clear sky, and knock the dignity out of attempted generalizations in the other sciences, but also because of the indispensable character of its content; for there is that in it which every person ought to know and which most children want to know.

I insist on the valuable and very exceptional character of the subject matter of physics because it is in that that I find the reason for availing myself occasionally of the deductive aspect of the science in presenting it to classes in the laboratory. After leading the pupil to a simple, rather cautious, and wholly tentative generalization,—he having first found the need of such generalization to explain many related facts,—I have him proceed with this to a testing of it by rigorous experiment, and then further to applications of it so that he may learn all that he readily can with the means at his disposal.

It is evident that I should not take the same ground in teaching the descriptive sciences; here pure induction seems to be called for, and a very large number of instances is required to bring one to a safe generalization.

The whole distinction is here: Physics is the fundamental, elementary science, dealing with matter as such—inert matter or matter associated with life,—and with energy entirely dissociated with will, instinct, hereditary modification or any other subjective influence whatsoever. Hence vastly fewer experiments may properly lead to the generalization, and it is my practice to proceed with this generalization to the more accurate study and verification of it in the laboratory.

By way of summary, let me repeat the more salient points that I had it in mind to bring before you:

1. Since the study of physics gives opportunity for the discovery of scientific principles by induction, and for the more ex-

tensive study of practical scientific facts by application of these principles, both methods may be employed to advantage.

2. Since the content of physics is so eminently useful to every man and woman, we should not be content to impart simply the principles of the science and the scientific spirit to our boys and girls, but should endeavor to extend their understanding of what is going on about them as much as possible. This is better done by a study of the principles than by the rediscovery of them.

3. For about half the experiments of our laboratory course, consisting of from 75 to 100 set experiments, mostly of a quantitative nature, for about half these experiments I believe that a preliminary acquaintance with the law involved may be taken into the laboratory, and there tested and applied, said acquaintance to be derived from earlier simple experiments which were meant to suggest that there might be such a law, and from the contributed experience and observations of the members of the class.

In conclusion I wish to say that I have been led into the position of which I have given evidence here today by my careful and interested study of the pupils that have come to me during the last several years. For students who are going to college to pursue courses in physical science, no course in elementary physics is going to be so valuable as the one in which pure science is taught,—pure science in the method of pure science. But what proportion of our pupils are these? Are they ten per cent. possibly? For the rest—for those whose education at college and for the greater number whose personal education in the way of reading will be almost entirely literary, a ready and effective knowledge of the fundamental workng is most desirable. If time without end — by which I mean figuratively two hours per day for two years — were ours for physics, we could no doubt work up a very satisfactory elementary course, the whole based on laboratory discovery, and yet touching nearly all the field which the pupil should be acquainted with. And with such an abundance of time it might be assumed that we should also have classes small enough to enable us to lead our pupils personally by the hand out of the pitfalls attending the assumption that they know no natural philosophy until they emerge from the laboratory.

FROM THE CHEMISTRY STANDPOINT

The third paper was presented by H. F. Sheldon of the Armijo Union High School. Mr. Sheldon said:

It seems hardly necessary to consider the question of the relationship between the laboratory and the recitation from the two

standpoints — that of physics and chemistry, as principles general enough to be of use at all must apply to both.

In both subjects laboratory work must become a part of the recitation, and the best recitations are given by the pupils while in the act of carrying out experiments at their desks. The answers, often monosyllabic in form, making up in force and in scientific accuracy what they lose in purity of English, and it is certain that the personal equation, often appearing in the replies to questions, is always more interesting than the stereotyped formula-like recitations that we hear so often.

There are three classes of experiments which the teacher should personally perform for the benefit of the class. These are, first, dangerous ones, either from explosions or from poisonous fumes; second, those beyond the pupils because of their intricate quantitative character, and third, those which use costly reagents or apparatus.

There are two classes of pupils in chemistry who call for all the reserve tact which the most resourceful teacher may possess. The first of these is the timid little girl who imagines that chemistry is a horrid study in which they make nasty smells, taste all sorts of poisons, and end by blowing up the laboratory and contents. Her antipodes is the boy who is looking for a chance to carry out the other's doleful estimate. The former pupil must be constantly encouraged, primarily by having the latter carefully checked. There are altogether too many accidents in the laboratory, and considering the number of explosions it is miraculous that there are not more. Parents are oftentimes reluctant to have their children study chemistry because of the license so often given careless pupils. We must, then, as teachers, in order that all may have the benefits of the work, take upon ourselves the performance of experiments in which carelessness, "intentional" or accidental, would disturb the equipoise of the laboratory.

I believe that we are forcing too many intricately quantitative experiments upon our pupils. Quantitative work without proper apparatus is a farce, and not one high school in fifty has funds which should be used in the purchase of such apparatus. More good will be done to the pupils of the school and to the study of chemistry by using the funds, which might be furnished by a generous board, towards having more, or better paid teachers, and leaving involved quantitative work for the university to which it belongs.

Experiments involving costly apparatus or reagents, should in justice to the district be performed by the teacher. Such experiments would naturally be limited in number and scope.

While the teacher is performing these class experiments, the pupils should assist just as far as possible. With small sections, (desirable of course as far as possible) all can gather around the apparatus, and perhaps all participate. The plan of having one or two study up the experiment before class and then perform it for the benefit of the others has its advantage in the fact that the teacher is free to ask and answer questions. The plan of having some pupil who is vitally interested in the subject, act as student-assistant, has worked well in some laboratories.

The unit of credit often allowed him for his services represents probably more real knowledge than the units given for the regular work in the subject. In any case all of the pupils should participate in the experiment in some way.

The laboratory work should occupy about two-thirds of the time devoted to the subjects. Formal recitations devoted to extensive citations from text-books can easily give way to less learned, perhaps, but more useful discussions of experiments and of their applications to every day life. We are learning the value of laboratory work, but we have yet to learn the worthlessness of pure memorizing of text-books.

The recitation should both precede and follow the laboratory work. Pupils must be taught how to observe, and how to deduce from observations. It is useless to ask a pupil to follow blindly even what to you would be full directions and see and understand all of its parts. We must prepare him for the experiment, but we must scrupulously avoid anticipating results. Extensive and intensive reading ahead of the experiments will not in any way lessen the interest of the pupil in his work. A discussion of general principles and special points to note about an experiment can judiciously precede it, while a more elaborate and careful resume and general application should always follow it.

**Proceedings of the California High School
Association,
San Jose, Cal., Dec. 28-30, 1904**

December 28, 1904.

The California High School Association was called to order by President A. W. Scott, who, in his introductory remarks, reviewed the work of the past year. He stated that the aim of the Executive Committee had been to endeavor to have the matter of harmonious articulation of the high school with the university satisfactorily adjusted. To that end the suggestions given to the committee at the annual session of 1903 were carefully discussed at several meetings held during the spring months of 1904, and it was finally decided to ask President Wheeler to appoint a committee of university professors to meet the Executive Committee of this Association for the purpose of discussing the following propositions:

1. That the last established schedules of entrance requirements be reduced to 13 units plus subject A, for all colleges.
2. That definite recognition be given to manual training.
3. That admission to the Colleges of Natural Sciences and Commerce be continued possible without any requirement of Latin.
4. That in the case of such accredited schools as make the request, some other science taught in the third or fourth year be accepted in place of botany or zoology.
5. That for the Colleges of Applied Sciences Latin, subject 6, be accepted as an equivalent of French or German, subjects 15a₂ of 15b₂.

The Schools Committee of the University was appointed by President Wheeler to listen to the arguments of the Executive Committee and to report them to the Academic Council for final decision. Two conferences were held with the Schools Committee, at which arguments in favor of the adoption of the propositions were made by Dr. A. W. Scott, Mr. S. E. Coleman, Mr. F. H. Clark, Mr. Frank Morton, Mr. Joseph O'Connor, Mr. James Pond

and others. The arguments of the university professors were in the main against the advisability of granting the requests. No immediate result concerning the propositions was accomplished, because it was made known to the Executive Committee that the Schools Committee had no power to act or to make promises. Before adjourning the conference adopted a resolution to refer the consideration of the following outline of work proposed by Professor Elmer E. Brown to a committee of nine, three to be appointed by the President of the university, three by the President of the California State High School Teachers' Association and three by the President of the California Teachers' Association:

"The progress of this conference up to the point now reached, suggests that this may be a favorable time to begin a more extended examination of the problem of the high school curriculum in California. Accordingly, it is proposed that a comparatively small joint committee be appointed by the President of the university and the President of the High School Teachers' Association, to report to a future conference, which shall be called when this committee has a report to make.

"A consideration of topics such as the following by this joint committee is proposed:

"The four years of the high school course and the first two years of the college course: Is it practicable to treat the six-year period which they cover as a unit for educational purposes? Assuming that the work of these six years is to be done in part in the high school and in part in the university, may some of the difficulties of the present situation be relieved by greater freedom of interchange of work between the two institutions concerned? Can such freedom be secured without a sacrifice of academic standards?

"The relation of general to vocational studies in the high schools: Can the vocational studies be made effective as preparation for vocational activity without making of them blind alleys, leading to nothing of a more advanced character in the field of general culture?

"With reference to the commercial course in the high school and the relation of the high school to the College of Commerce in the university, it has been suggested that a conference be

arranged between the faculty of the College of Commerce and representatives of the high schools.

“ Certain questions with reference to new subjects, or a new treatment of subjects, in the general culture courses of the high schools may be added: Is it desirable or practicable that there be in the high school a more general and systematic study of the translations of some of the chief masterpieces of other literatures than our own, especially those of Greece and Rome? Is a course in general science, or a course introductory to the study of the natural sciences, desirable or practicable? A similar question may be asked with reference to a course in the elementary principles of law.

“ With reference to the several topics proposed above, it may be asked further whether the university can serve the higher interests of the high schools by any extension or improvement in its system of training teachers for those schools; and the further question should be considered whether the time has not come when a more effective co-operation can be secured between the high schools and the grammar schools.

“ This procedure is proposed in the belief that the questions now under consideration are of common interest to the high schools and the university, and are of such difficulty and importance as to call for extended study.”

Dr. Scott stated that a few months after the conference he had received a communication from the Recorder of the Faculties to the effect that the Academic Council considered that further discussion of the proposition to reduce the entrance requirements to 13 units would not be profitable, but that the other propositions might be appropriately open for further discussion.

This is the present status of the plan for harmonizing the articulation of the secondary schools with the university. The hope was expressed that in the solution of the matter, the secondary school principals might be allowed to feel that they, who handle the high schools, and are supposedly familiar with their aims, conditions and needs, should be accorded some voice in the making of their curricula.

The Association was congratulated on the unprecedentedly large enrollment and attendance and the hope was expressed that these

were indicative of an increasing interest in secondary education on the part of the high school teachers of the State.

At the suggestion of the President the reading of the minutes of the annual session of 1903 was postponed on account of the length of the program.

Mr. L. K. Webb moved, seconded by Mr. L. R. Smith, that the five propositions outlined in Dr. Scott's report pertaining to correlation between the California High Schools and the State University be indorsed. The motion was carried. Upon motion of Mr. Olney of Fresno the President named the following nomination committee: Mr. Passmore, Mr. Olney, Mr. Brownell, Miss K. Sullivan, and Mr. M. C. James.

Mr. L. R. Smith moved that a committee of five be appointed to suggest legislation. The motion was carried and the chair appointed Messrs. Mackay, Smith, Wright, Templeton, and Babcock. On motion of Dr. Hunt, the following committee was appointed to suggest a list of reference books for secondary schools: Messrs. Hunt, Lee, Miller.

Mrs. Mary Prag then read her paper upon "New York City Organization for Better Salaries." The discussion of this paper was postponed until other papers bearing upon the same subject were read.

Mr. Keyes then read a paper entitled "An Experience in Agitation for Increased Salaries," and Mr. Penfield presented his paper upon "The Broader Bearing of the Salary Question." The reading of Mr. Cox's paper upon "Tenure of Office" was postponed until the following session. The session adjourned to meet on the following day at 9:30 A. M.

San Jose, Cal., December 29, 1904.

The High School Section was called to order by President Scott, and the discussion of the papers upon the salary question was opened. On motion of the discussion of the salary question was again postponed, to be taken up after the presentation of Mr.

E. M. Cox's paper upon "Tenure of Office." Mr. Cox then read his paper upon the said subject, and the discussion upon the two questions, namely, salary and tenure, was again opened. Mr. Pond approved of the substance of the paper and spoke of the law as it now stands. Mr. Taylor spoke on "The Relation of the Accrediting System to Tenure of Office."

Mr. Heaton discussed the question of the "Relation of Annual Election of Teachers to the Efficiency of Schools." Mrs. Prag spoke on the "Relations of Salaries in Germany to those in California," and advocated the appointment of a committee to frame a bill providing for security of teachers' positions, said committee to report two years from date.

Mr. Webb advocated a change in the law so that a teacher might be retained in position unless discharged on or before May 1st of each year.

Mr. Penfield made a strong appeal for higher salaries.

Mr. O'Connor advocated the appointment of a permanent committee for the purpose of considering the matters of tenure of office, a system of pensions, and salaries. Moved by Clark and seconded by O'Connor that said committee when appointed be instructed to prepare a bill to cover the suggested changes.

Mr. Meredith advocated a change in the appointing power. A motion made by Mr. Clark that it be the sense of the Association that immediate legislation be secured to repeal the present prohibition upon the employment of teachers longer than one year; the motion was laid on the table.

The chair appointed O'Connor, Penfield, Mrs. Prag, Keyes, Cox, Francis, Hill, Downey, and Anderson to serve on the Committee upon Tenure of Office, Salaries, and Pensions. Keyes declined to serve and Smith of Santa Clara was substituted to serve in his stead.

The regular program was then taken up and Mr. J. C. Christensen read a paper upon "Professional Ethics." It was discussed by Messrs. Christensen and Downey. It was then decided that a committee be appointed to prepare a code of ethics.

Mr. Pond then read a paper entitled "School Activities." The hour having grown late, the discussion of the paper was dispensed with. Adjournment was taken until the following day.

San Jose, Cal., December 30, 1904.

After the meeting was called to order, Dr. Hunt made an announcement concerning the American Historical Society, and Mr. P. F. Tompkins followed with a paper upon "Management of Athletics." On motion the recommendations set forth in Mr. Tompkins' paper were approved.

Miss L. B. Bridgman presented a paper upon "The School as a Social Center." Mr. Herbert Lee read his paper entitled "The High School as a Training School for Citizenship." Dr. E. C. Moore delivered an address upon "Formal Discipline." The chair announced the committee on Ethics to consist of Christensen, Hunt, and Webb. Mrs. O'Neil was elected to membership. The minutes of the meetings of 1903 were read and on motion approved.

It was then moved that the matter of publishing the proceedings of this meeting of the High School Association be referred to the Executive Committee with power to act. Carried.

The Nominating Committee then reported, naming for President, Dr. A. W. Scott of San Francisco; Vice-President, Mr. W. M. Mackey, Chico; Secretary-Treasurer, G. W. Wright, Concord. Upon motion the report was unanimously adopted.

The Committee upon Legislation then made the following report:

"To the President and Members of the High School Teachers' Association:

"We, your Committee on Legislation, beg to submit the following report:

"Resolved, That section 1771, article 6, be amended to read as follows: To revoke or suspend for immoral or unprofessional conduct the certificates granted by them. That in all cases due

notice containing the specific charges shall be given the accused, who shall have the right of appeal to the State Board of Education, whose decision shall be final.

Resolved, That section 7, article 7, be amended to read as follows: To employ the teachers, and, excepting in incorporated cities having Boards of Education, immediately to notify the Superintendent of Schools, in writing, of such employment, naming the grade of certificate held by the teacher employed; also, janitors and other employees of the schools; to fix and order paid their compensations, unless otherwise provided by law; provided, that no Board of Trustees shall enter into any contract with such employees, except teachers, to continue beyond the term of office of a majority of such Board of Trustees.

Resolved, That section 9 of 'An Act Creating a Fund for the Benefit and Support of High Schools and Providing for its Distribution' be amended to read as follows:

“High schools organized under the present law for the establishment of high schools and receiving State aid under this Act shall within one year after beginning to receive such State aid, provide at least one course of study, such as will prepare pupils for admission to one of the colleges of the University of California, and for that purpose said high schools shall be subject to inspection by a duly accredited representative of said university. High schools eligible to receive State aid as herein provided shall admit as students only such pupils as have completed the full course of instruction prescribed for the primary and grammar schools of the county, city, or city and county wherein the school is located, or an equivalent course, or such pupils as may show by a thorough examination that the qualifications are equivalent to the requirements for graduation from said primary and grammar school course; provided, that pupils otherwise qualified to enter a high school and residing in territory wherein no high school exists, shall have the right to attend any high school that receives State aid under the provisions of this Act on the payment of tuition equal to the difference between the actual cost of instruction in that school and the amount received per pupil from the State fund. Such tuition shall be paid by the school district in which the pupil resides.

“‘The Supervisors shall annually levy a special tax upon such district equal to the amount of such tuition for the preceding year, and the fund thus raised shall be placed to the credit of the high school district providing such instruction.’”

(Signed)

W. M. MACKAY,
J. C. TEMPLETON,
J. FRED SMITH,
G. W. WRIGHT,
L. W. BABCOCK,

Committee.

December 30, 1904.

Upon motion the recommendations of the report were taken up in order. On motion recommendation No. 1 was adopted.

Upon motion the second recommendation was amended by inserting after the words “such employees” the words “except teachers.”

The Committee Upon Organization of Teachers for Better Salaries made the following report:

REPORT OF COMMITTEE APPOINTED TO DEAL WITH THE PAPERS ON THE SALARY QUESTION.

“The complexity of the general problem referred to your committee counsels firmness and self-control and the avoidance of all ill-considered and half-digested measures. While we firmly believe that the betterment we all desire can surely be brought about, we find that there are so many interests involved and so many factors to co-ordinate that each forward step must be minutely and thoroughly studied. In its discussion of the matter the committee has been guided by the wish (1) to keep the highest interests of the schools in the vanguard of the movement; and (2) to safeguard the interests of all teachers by the careful articulation of all the problems involved.

“The plan of action which has recommended itself to the committee after careful discussion, is embodied in three resolutions. Of these the first two provide for the only action that seems wise

at this time. The third provides for handling the general movement in a thorough and business-like way. The resolutions are as follows:

"Resolved, (1) That it is the sense of this Association that underbidding, direct or indirect, of one teacher by another, be declared unprofessional conduct.

"(2) That we deprecate the conditions which cause frequent changing of teachers from one position to another, whether the changing is due to teachers themselves or to the employing power.

"(3) That a committee of nine members be appointed by the President of the Association for the organization of teachers for counsel and co-operation on the questions raised by the papers referred to this committee; said committee to be appointed for two years."

Respectfully submitted by the committee,

E. M. COX,
MRS. MARY PRAG,
JOSEPH O'CONNOR,
T. J. PENFIELD,
C. E. KEYES.

The foregoing report was adopted.

The Committee on Lists of Reference Books then made the following report:

COMMITTEE ON LISTS OF REFERENCE BOOKS

"Your committee recommend —

"(1) That the former instructions to committee to present matter before the State Association be revoked.

"(2) That a committee of five be appointed to investigate the matter during the coming year, co-operate as far as possible with the university on this matter and if deemed desirable, to report at next meeting of this Association, further steps to be taken.

Committee,

E. I. MILLER, Chairman,
R. D. HUNT,
HERBERT LEE,
C. C. YOUNG,
MR. OLNEY.

The names of C. C. Young and Olney of Fresno were then added to this committee and the same was continued indefinitely.

The following resolution was then offered by Mr. Webb:

Resolved, That standing committees be appointed on the following subjects: Legislation, Salaries and Tenure of Office, Professional Ethics, High School Activities, Athletics, Correlation of the High Schools with the Universities, and relations of the High Schools to the Primary Schools.

"These committees, unless previously provided for, shall be constituted for the following year, as follows:

"The Executive Committee shall assign these various subjects among its members as chairmen, and each of such chairmen, with the advice and consent of the other members of the Executive Committee, shall select four other members of this Association to complete their respective committees, the Rural High Schools being given a fair representation on such committees.

"I hereby give notice that the above provisions will be offered as an amendment of the Constitution, making such standing committees a permanent feature of the Association."

Upon motion the resolution carried.

It was moved that the Smith-Premier Typewriter Company be given a vote of thanks for services rendered the Association. The Association then adjourned to meet in Berkeley, Cal., Dec., 1905.

A. E. SHUMATE,
Secretary.

The Lectures of Jacob Riis

The talks of Jacob Riis were the features of the State Teachers' Association at San Jose. No report can do justice to the tremendous sincerity of the man who represents a great reform movement that affects the condition of the poor of the immediate future. The following report is taken from the San Jose *Mercury*.

The lecture was illustrated with views taken by Mr. Riis while he was a reporter on the New York *Sun*. Thirty odd years ago Jacob A. Riis was what is called a tramp. He slept in police stations and even in graveyards; his best coat in the cold winter was a linen duster; he was hungry for days, and was glad to eat a mess of bread and bones shoved to him through the alley window of a hotel kitchen; he suffered the misery of poverty and homelessness in city and country.

But all the time he was looking for work, and the chance came to him to be a newspaper reporter, and what he did was done so well that President Roosevelt said not long ago: "Jacob Riis is the most useful citizen in New York."

The first pictures shown were of the old style tenement houses, built solid with dark rooms, the poorest of ventilation and no play grounds for the children — houses where good children are spoiled.

CONSCIENCE TENEMENTS

A picture of what Mr. Riis called a "conscience tenement house" in Brooklyn was then flashed on the screen. The rooms are large and well lighted and ventilated. There is a spacious yard in the center of which is a band-stand and every week a band comes there and provides music for the tenements at the expense of the owner of the tenement.

"Two rooms in this house rent for \$6 per month," said Mr. Riis, "and some of the same people live there who used to pay \$14 per month for three dingy rooms in some of the New York tenement houses.

GREATEST AGENTS FOR GOOD

"I tell you faith and hope and love are the greatest agents for good that there are in this entire world. They will remove mountains bigger than this beautiful one which you have near you. They will remove mountains of despair and sin and drunkenness and inefficiency."

The pictures of rear tenement houses which had been erected on spots where yards should have been were thrown on the screen.

"In these tenements," said the speaker, "the death rate rose and rose until one out of every four babies born in them died. They were killed by tenement houses."

Another picture was shown of a tenement house where the floor was covered with filth and dirt and a little child was standing in the midst of it. The banister to the stairway was tied up with clothes lines to keep the children from falling over to death below.

"How can you expect such children to grow up and help to make a grand republic when the smut of the gutter and the filth of the tenement house is on their ballot?" said Mr. Riis. "The thing for us to do is to help make men of them and then they will vote as they should."

BOYS OF THE TENEMENT DISTRICT

The next few pictures showed boys of the tenement district as they were in childhood and from that on up to young manhood. A group of them were shown shooting craps. The next scene was where they were stealing articles from the grocer's cart. The next was a picture taken by Mr. Riis at the request of the boys when they were posing, as they said. It showed them in the act of robbing a fellow playmate. The next picture showed them as they were pictured in the rogues' gallery as pickpockets, thieves, highwaymen, etc.

WROTE FOR FIFTEEN YEARS

"For fifteen years I wrote," said he, "but it amounted to little until Roosevelt, the man who always does something wherever he goes, was made president of the Police Board, and then I took him one night and showed him the place where I had slept twenty years before and told him of the big, burly policeman who had killed my little dog, who lay on the steps outside waiting for me. I've been fighting for twenty years to have those pest holes abolished, I told him.

"I'll smash them tomorrow," said Roosevelt, and he did it. He always does as he promises."

When the picture of President Roosevelt was flashed on the screen the audience gave a round of enthusiastic applause such as is seldom heard. Mr. Riis paid the President a heartfelt tribute and told of the help he had rendered him in his great fight for reform.

MULBERRY BEND.

The picture of the old Mulberry Bend barracks that Mr. Riis had especially labored to have changed were next shown. In this

tenement 600 Italian families lived, and one-third of all the babies born in five years died during their first year.

The yard here was five feet and ten inches wide. Mr. Riis stated that the block was owned by a cemetery corporation, and the sub-lessee was an undertaker.

"I have been a singularly fortunate man. I have always had a chance to get revenge," said he, "and my time came with that cemetery corporation. I was crossing the ocean on a return trip to London when I happened to be on the same boat with the president and treasurer of the corporation. Glory to be, it was a slow boat, and I had those fellows all to myself for the first seven days, but the last three they stayed in their cabins."

Pictures were then shown of the modern tenements erected where this pigstye formerly stood.

THE SCHOOLS OF THE SLUMS

Particular attention was paid by Mr. Riis to the schools of the slums. In their construction the need of supplying these children of the slums with beauty had been considered. "Let the up-town schoolhouses be plain," said the speaker, "but let the down-town ones fulfill the need for beauty felt by these starving children. Give them beautiful pictures, not chromos, but real pictures, and the soft light falls through stained glass windows."

Mr. Riis especially emphasized the arrangements made to furnish suitable play grounds for the schools and showed pictures of the grounds and of the schoolhouse roof gardens that are accessible to all summer evenings. He also showed the fresh air parks and river piers that served as recreation places for the tenement district. The value of manual training and of cooking schools was especially great in these schools for the children of the slums.

The last picture shown was the photograph of two young toughs taken from the rogues' gallery. Mr. Riis fixed the responsibility for their degraded manhood on the people, for we are "our brother's keeper."

SECOND LECTURE

"WHAT IS IT THAT MAKES TRUE AMERICANS?"

In an easy, almost conversational style, but with a manner full of intense earnestness born of ripe experience and the practical testing of his beliefs in actual application of them to the problems of life in his own great city, where are hived one-twentieth of the

inhabitants of the United States, the sturdy little man, the one-time police reporter who has been highly praised by the President and others for the greatness of the work he has achieved, told incident after incident to show some of the elements in true American citizenship.

The accident of one's birthplace goes for little or nothing, he said, humorously claiming that he and those like him who were not born in this country, but came of their own free will and choice, were better Americans than those who couldn't help themselves.

Patrick Moran, the good, all round honest man, who made good guns and scorned to sell his stamp to mark inferior articles, showed one element. "This country will see the millennium when every man is the Patrick Moran of his own brain," declared the speaker.

"Fighting Mary," who "must have been Holland Dutch for her indomitable pluck," who at the Children's Aid Society treat hoarded a mince pie "for mother," supplied another element.

"The kid"—a tough, on top by turns with two big policemen, but "the only man in the crowd" to dash to the rescue of a baby in front of a runaway car, jumped out of the old life, where the slum thickly overlaid the image of God which was there as in the rest of us, into the new life, and became a trusted, honest watchman. One who when he is needed by his country is there—such is an example of another element of true citizenship. "More and more," said Mr. Riis, "let's hope that as time passes we need not fight with guns, but let us realize the need to stand up for what is right, even though it be unpopular; it is easy to die for one's country—anyone can do that—the real question is, are we ready to live for our country?"

TRAINING AND SURROUNDINGS

Quoting the words of Goethe, that "the destiny of a nation depends at any given time on the opinion of its young men under 25," Mr. Riis paid a high tribute to the importance of the teachers' profession. Then he asked, "How are we training the typical boy for citizenship?" Referring to the story of "Tony," whose picture he had shown the night before, he pointed out the unfavorable conditions of the boy, whose only friend is the gutter. Environment, he declared, is of far more importance than heredity; the slum becomes the life of these people, the tenement house robs them of the power to think, the crowd is their individuality; transplanting is exceedingly hard, for they long for the crowd, the cheap shows, the fakirs in the streets.

Strongly did the lecturer urge the need of the people keeping their hands on the public schools, and never letting them get into the grasp of politics. The results of the opposite course he de-

scribed with some startling instances of gross ignorance coming under his notice in schools and civil service examinations in his own city and exclaimed, "Eternal vigilance is the price of our liberties, particularly when it comes to our public school — you must never take your hand off that, never!" He gave great credit to the women of clubs in New York, who got all the facts and made the Legislature pass laws reforming the schools.

RIGHT OF PLAY

Mr. Riis unqualifiedly commended the kindergarten system as the only sensible beginning of education, teaching the child as it does moral relations and enabling him to learn by doing. He put in a strong plea for boys' play, saying that crime in large cities is largely a matter of athletics, averted by giving the boys a chance to let off steam. "Every boy is a steam engine with the steam always up. Play is his safety valve. You don't have to ask if it's safe to sit on the safety valve of an engine, because it isn't, and you know it. A boy wouldn't be an American boy if he didn't make a vigorous protest against restraint from play, as is forced on him in our cities, where the policeman won't allow him to play on the street nor the landlord in the flat or on the lot, nor the city in its parks with 'keep off the grass' signs everywhere. If you want him to respect the rights of the community when he grows up, give him rights of his own to practice on when he is a lad."

The speaker scathingly rebuked the way society knocks the props out from under a boy that would help him to build up a good citizenship, such as respect for law, respect for his father's authority — good for both boy and father — the chance to cultivate a moral sense and character. "The only heredity worth anything in this world, and that is worth everything, is that we are all children of God; and with that what can we not do? What ails the boy in most cases is not wickedness, but weakness and lack of character, not mal-evilence, but an aversion to continuous labor. The jail is the worst place on God's earth for us to put a boy. He needs schools, not jails. Ours is the choice, not his, whether he shall become a governor or a thief." Here Mr. Riis strongly commended the juvenile courts and the probation officers for the boy who is the victim of other people's crime; he would like to see this State with such splendid chances take long forward strides in this direction.

VALUE OF BOYS' CLUBS

He also emphatically recommended boys' clubs, declaring that "one boys' club in battling with the slums is worth a hundred policemen's clubs." But the boys' club must be managed with sense, sympathy and sanity. The boys there, with the right sort of

man or woman in charge, evolve the laws and principles of good citizenship for themselves and we no longer expect but actually see them grow into good citizens. If it seems once in a while to take too long, look around and see the progress made in fifty years; yes, in ten years, and if anyone says the old days were better than these he doesn't know what he is talking about."

Concluding, Mr. Riis mentioned four of the chief elements in good American citizenship: "Every time a home is rescued from sloth, wretchedness and despair, you have good citizenship take the place of a bad; the proper place for the boy is in school, and not in jail; the boys' club is worth one hundred policemen's clubs for the making of good citizens; the right of the boy to play ball is just as important to the commonwealth and just as sacredly to be preserved as the habeas corpus — you have only half a boy if you don't let him play, and we need whole men and women to run this commonwealth."

* * *

SECRETARY'S REPORT

December 28, 1904.

The program was presented as printed.

President Biedenbach substituted Frank E. Thompson, of San Diego, for J. E. Millard, of Los Angeles, on the Committee on School Revenues and Their Distribution.

Action on the report of the Committee on School Revenues and Their Distribution was deferred until Friday.

The following resolution was offered by Dr. E. C. Moore:

Resolved, That the Executive Committee of this Association shall elect ten additional members of the Association to the Council of Education, two of whom shall serve for five years, two for four years, two for three years, two for two years, and two for one year."

Officers for 1905 were elected as follows:

President, James A. Barr, Stockton; Vice-President, E. E. Brownell, Gilroy; Vice-President, C. C. Van Liew, Chico; Secretary, Mrs. M. M. FitzGerald, 1627 Folsom St., S. F.; Assistant Sec-

retary, Miss A. G. Kelly, San Francisco; Railroad Secretary, F. K. Barthel, San Francisco; Treasurer, Philip Prior, San Francisco.

On invitation of Superintendent Waterman, Berkeley was selected as the meeting place for 1905.

December 30, 1905.

The report of the Council of Education was presented. Superintendent McClymonds moved that the report be adopted as read, except sub-sections 2 and 3, relating to the question of salary. Carried.

Dr. E. C. Moore's resolution, relative to increasing the number of the Council of Education was adopted.

Announcement was made that the Executive Committee re-appointed the following to serve on the Council of Education for the ensuing five years: J. W. Linscott, Santa Cruz; E. P. Culberley, Stanford University; John Swett, Martinez; H. M. Bland, San Jose; C. C. Van Liew, Chico.

D. S. Snedden, Stanford University, was appointed vice A. E. Shumate, San Jose, resigned, for the term expiring December, 1906.

Chairman Linscott of the Committee on Resolutions presented resolutions, which were adopted, as follows:

1. As fundamental parts of our educational creed, we desire to emphasize our belief in State, County, City and Local taxation for the support of our system of Public Schools, beginning with the Kindergarten and ending in a free State University; in the consolidation of weak Rural Schools by means of the free transportation of pupils to central graded schools; in rational school supervision; in school libraries; and in well-paid and well-trained teachers.

2. We wish to emphasize the need of organizing high schools wherever they can be properly supported, in order to enable the largest possible number of pupils who pass through the elementary grades to secure the advantage of a broader training for business pursuits, and for a still higher education.

3. We believe that teachers should be carefully selected on merit alone, and that the tenure of office should be permanent dur-

ing efficiency and good behavior; and that promotions in position and salary should be based on fitness, experience, professional spirit and fidelity to duty.

4. We believe in popular local self-government of schools as far as is practicable in all minor matters, combined with centralized control by the State sufficient to secure a reasonable uniformity in the school system.

We re-affirm our allegiance to the code of professional ethics adopted by the members of the State Teachers' Association in 1901, which reads:

1. "It shall constitute unprofessional conduct for anyone holding a teacher's certificate to submit any argument or plea in obtaining or retaining a position other than those constituting evidences of professional competency, or knowingly to permit any other person in behalf of an applicant to do that which is defined above as unprofessional conduct on the part of the applicant."

2. "It shall constitute unprofessional conduct for anyone holding a teacher's certificate to seek a position which is not legally vacant, unless invited so to do by the proper school authorities."

And we urge the necessity of supporting this code upon all the teachers of the State.

We suggest the following addition to this code:

1. "Leaving a position during the year without the consent of the trustees in charge or underbidding of any sort shall be construed as unprofessional conduct."

2. "That all vacancies should be filled on the basis of merit alone. To that end the use, *whether by teachers or employing bodies*, of all political, fraternal, and friendly pulls be utterly discountenanced, and this without regard to the grade or character of the school.

WHEREAS, It seems of vital importance that more money be appropriated for the support of the schools of this State.

Therefore be it

Resolved, That a committee of five be appointed immediately by the President of this Association to consider legislation needed to secure the increase of the salaries of the teachers of the State and to prepare such bills, to be presented to the Legislature, as, in the judgment of the committee, will secure that end.

We recommend the adoption of the following resolutions relative to Rural School Supervision:

Resolved, That legislation be had that will make it possible for each County Superintendent in the State in Counties having fifty teachers or more, to appoint a Deputy County Superintendent of Schools, the salary of such Deputy in the several Counties to be fixed by the Legislature, but in no instance to be less than \$750.00 per annum.

The actual traveling expenses of such Deputy while engaged in the work of supervision to be allowed. This act to take effect on and after its passage.

Resolved, That the question of supervision of Rural Schools be referred to an expert commission of seven members, three of these members to be appointed by the Council of Education, and four by the President of the State Association, said commission to report to the Association at the next meeting.

Inasmuch as the study of education, like that of most other subjects, if pursued effectively, must employ the laboratory method,

1. And inasmuch as educational experience has amply demonstrated the fact that teachers cannot be adequately trained, unless a part of their work be done in a practice school; be it

Resolved, That we, the members of the State Teachers' Association, urge the necessity for the immediate establishment of such a practice school at the University of California as an instrument indispensable in the professional preparation of teachers for the schools of the State.

2. Inasmuch as Agriculture, in its many branches and attendant industries, is one of the leading business occupations in the State of California, and,
of California, and,

3. Inasmuch as popular interest in the higher lines of Agricultural Education having notably advanced throughout the State, it becomes essential that provision should be made in the lower schools to prepare the youth for the higher instruction in Agriculture; therefore be it

Resolved, That the California State Teachers' Association earnestly favors the extension of Nature Study and instruction in the elements of Agriculture throughout the common schools of the State, and requests that the Legislature enact laws which shall *permit* these subjects to be so taught.

Resolved, That we most heartily thank the retiring President of this Association and the members of the Executive Committee for the efficient and pleasing manner in which they have performed their duties.

Resolved, That the sum of one hundred dollars be paid to our efficient Secretary, Mrs. M. M. FitzGerald, as a partial recognition of the excellent manner in which she has performed the manifold duties of Secretary.

Resolved, That we hereby express our most sincere appreciation to the teachers of San Jose and Santa Clara County for the cordial welcome, for the hospitality extended to us at all times, and especially for the delightful reception extended to us at the Hotel Vendome.

Resolved, That we return our most hearty thanks to the various musicians who enliven the sessions with their beautiful, inspiring musical selections.

Resolved, That we desire to thank the trustees of the Normal School for placing at our disposal the commodious and well-arranged Normal School buildings. No better place could have been secured for our meetings.

Resolved, That the thanks of the Association be extended to the transportation companies for their liberality in rates, and for their kind treatment of the members of this Association.

Resolved, That the thanks of this Association be extended to the press for their accurate and complete reports of the proceedings of this Association.

Resolved, That this Association thank the Chamber of Commerce of San Jose for its kindness in furnishing free transportation over the Interurban Railroad to Los Gatos and return.

Resolved, That in the death of Chas. H. Allen, for seventeen years President of our first State Normal School, the State has lost one of its most respected educators;

Resolved, That a copy of this resolution be transmitted to the family of the deceased.

Adopted by rising vote.

Resolved, That as citizens deeply interested in the welfare of our State, we petition the Legislature to put an end to the present conditions which obtain in our prisons by adopting some plan of prison reform which shall make these institutions comparable to those of other States of the grade to which California belongs.

WHEREAS, A bill is to be introduced in the Legislature at its coming session, submitting to the people at the next general election, an amendment to the State Constitution giving to women equal political rights with men ;

Resolved, That we, the members of the California State Teachers' Association, heartily endorse the above bill as a measure of justice and as one tending to advance the educational interests of the State.

WHEREAS, The United States Department of Agriculture has advocated for eight years the appointment and observance of an annual Bird-Day for schools, in all the States, an educational movement for the protection of birds, and the economic benefit of the farmers and all the people ;

Resolved, That we put this Association on record as approving the observance of an annual Bird-Day in the schools of the State.

WHEREAS, Leading educators of the State have recommended the establishment of a National Park at the Pinnacles in San Benito County ;

Resolved, That the State Teachers' Association endorse their action, believing that all such natural wonders should be preserved for the benefit of the people of the United States.

Resolved, That as teachers and representatives of the educational and humanitarian interests of California, and also of the entire United States, we favor the prompt ratification by our Senators in Congress of the treaties of Arbitration now pending in the Senate of the United States.

Said treaties are as follows :

1. Germany and United States.
2. Switzerland and United States.
3. Portugal and United States.
4. France and United States.
5. England and United States, and one with Italy in prospect.

Signed, John W. Linscott, Santa Cruz, Chairman ; John H. Garner, Hollister ; Lillie L. Laugenour, Colusa ; Dr. E. C. Moore, San Francisco ; Jas. B. Davidson, San Rafael ; D. S. Snedden, Stanford ; S. D. Waterman, Berkeley ; Etta M. Tilton, San Mateo ; D. T. Bateman, San Jose ; Minnie Coulter, Santa Rosa ; J. H. Pond, Oakland ; T. L. Heaton, San Francisco ; E. B. Wright, Stockton ; Duncan Stirling, Salinas ; Philip Prior, San Francisco ; John Swett, Martinez.

On motion the Committee on Legislation needed to secure the increase of salaries to the teachers of the State was increased to seven.

President Biedenbach appointed as members of that Committee, State Superintendent T. J. Kirk, Chairman Ex-Officio; J. W. McClymonds, Oakland; D. S. Snedden, Stanford University; Alfred Roncovieri, San Francisco; James A. Barr, Stockton; Mark Keppel, Los Angeles; Edward Hyatt, Riverside.

The Committee on School Revenues and Their Distribution was continued one year, the majority and minority reports referred thereto, Mr. Snedden justifying the delay on the ground that inasmuch as a special legislative committee has been appointed, full time is given for more complete consideration.

The following was presented, and on motion of Mr. Linscott was refused consideration for lack of information on the subject:

WHEREAS, a movement has recently been inaugurated having for its object the recession of the Yosemite Valley to the Federal Government; and

WHEREAS, in the care and preservation of the Yosemite Valley the trustees thereof have been sadly handicapped, owing to the insufficiency of the appropriation allowed them by the State authorities, the amount provided therefor being totally inadequate; and

WHEREAS, through the lavishness of nature in endowing the Yosemite Valley with incomparable scenes of lofty grandeur and surpassing beauty, its celebrity has become world-wide, thus annually attracting to this State thousands of tourists, many of whom remain as permanent residents; and

WHEREAS, by reason of California's manifold natural advantages, the Yosemite Valley has become inseparably connected with the reputation and history of the Golden State, thus affording ample argument against the contemplated movement of recession; and

WHEREAS, the recession of the Yosemite, thus removing the center of its administration far from the force of public opinion best calculated to give authoritative expression of the actual condition of the valley, we believe fraught with detriment to the interests not only of the Yosemite, but also the State at large; and

WHEREAS, while we deplore the parsimonious policy that has heretofore characterized the attitude of the various State administrations toward the proper maintenance of the Yosemite Valley, we believe that the present agitation in the matter of recession has awakened sufficient State pride and loyalty in the citizens of this

State to demand that adequate funds be provided the trustees of the Yosemite Valley Commission for the ample accommodation of Yosemite tourists, the preservation of the valley and the great natural beauties with which it has been endowed; therefore be it

Resolved, That the members of the State Teachers' Association are unalterably opposed to any movement that has for its object the recession of the Yosemite Valley to the Federal Government.

Could not be accepted owing to lack of information on the subject.

F. K. Barthel complained that there was not enough information on any of the reports presented and suggested that the Executive Committee be empowered to devise and put into effect a plan whereby the Association may be acquainted at least twenty-four hours before action is required with important matters of business and policy. In accordance therewith Selden Sturges moved that all resolutions of important nature concerning policy and principles be submitted to the Association at least twenty-four hours before action be required. Carried.

President Biedenbach announced that he had appointed to serve on the committee of seven for the Supervision of Rural Schools: Lillie L. Laugenour, Colusa; Kate Ames, Napa; Duncan Stirling, Salinas; Jas. B. Davidson, San Rafael.

The Chairman of the Council of Education appointed D. S. Snedden, Stanford University; H. M. Bland, San Jose; J. W. Linscott, Santa Cruz, members of the Committee of Seven on the Supervision of Rural Schools.

The following were appointed members of the Council of Education, in accordance with the resolution offered by Dr. E. C. Moore: Thomas Downey, Modesto, one year; Geo. S. Wells, San Jose, one year; Frank F. Bunker, San Francisco, two years; Joseph O'Connor, San Francisco, two years; Thos. L. Heaton, San Francisco, three years; E. I. Miller, Chico, three years; Kate Ames, Napa, four years; F. B. Dresslar, Berkeley, four years; Minnie Coulter, Santa Rosa, five years; W. B. Howard, San Francisco, five years.

TREASURER'S REPORT

RECEIPTS

March 1, 1904, to March 1, 1905.

Cash balance, March 1, 1904.....	\$ 798 07
Membership fees	1115 00
Riis lectures	227 50

Lecture Fund—

San Mateo County	100 30
Santa Cruz County	100 00
Santa Clara County	100 00

 \$2440 87

DISBURSEMENTS

Printing Proceedings	\$ 476 60
Printing, Miscellaneous	27 50
Printing Programs and Folders.....	155 00
Services	652 30
Theatre	100 00
Badges	84 50
Postage, expressage, telephone.....	122 75
Advertising	62 30
Stationery and Sundries.....	28 25

 \$1709 20

 Cash balance, March 1, 1905.....\$ 731 67

Respectfully submitted,

PHILIP PRIOR

Treasurer California Teachers' Association.

* * *

COUNCIL OF EDUCATION

Ex-Officio, Hon. Thomas J. Kirk, State Superintendent of Public Instruction.

Term expires in 1905.—J. W. McClymonds, Oakland; James A. Barr, Stockton; Frederic Burk, San Francisco; A. L. Mann, San

Francisco; C. E. Keyes, Oakland; Thomas Downey, Modesto; Geo. S. Wells, San Jose.

Term expires in 1906—James A. Foshey, Los Angeles; O. P. Jenkins, Stanford University; D. S. Snedden, Stanford University; O. W. Erlewine, Sacramento; R. D. Faulkner, San Francisco; Frank F. Bunker, San Francisco; Joseph O'Connor, San Francisco.

Term expires in 1907—Elmer E. Brown, University of California; Robert Furlong, San Rafael; Charles L. Biedenbach, Berkeley; E. C. Moore, University of California; S. T. Black, San Diego; T. L. Heaton, San Francisco; E. I. Miller, Chico.

Term expires in 1908—W. H. Langdon, San Francisco; S. D. Waterman, Berkeley; P. M. Fisher, Oakland; E. M. Cox, Santa Rosa; M. E. Dailey, San Jose; Kate Ames, Napa; F. B. Dresslar, University of California.

Term expires in 1909—J. W. Linscott, Santa Cruz; E. P. Cumberley, Stanford University; John Swett, Martinez; H. M. Bland, San Jose; C. C. Van Liew, Chico; Minnie Coulter, Santa Rosa; W. B. Howard, San Francisco.

HIGH SCHOOL TEACHERS' ASSOCIATION

President, A. W. Scott, San Francisco; Secretary, A. E. Shumate, San Francisco.

ELEMENTARY SCHOOL TEACHERS' ASSOCIATION

President, Milton E. Blanchard, San Francisco; Secretary, Lois A. Peckham, San Francisco.

MANUAL TRAINING AND DRAWING TEACHERS' ASSOCIATION

President, A. B. Clark, Stanford University; Secretary, Chas. H. Thorpe, San Francisco.

MUSIC TEACHERS' ASSOCIATION

President, Mrs. L. V. Sweesy; Secretary, Miss Ida M. Fisher.

COUNTY BOARD OF EDUCATION ORGANIZATION

President, P. M. Fisher, Oakland; A. A. Bailey, Martinez, Secretary.

Members of the California Teachers' Association

— A —

- Abraham, Hilda, 1431 Shattuck Ave., Berkeley.
 Adams, Maxwell, Chico.
 Allen, Glenn R., Red Bluff.
 Allen, Ina, Los Angeles.
 Alexander, Anna, 144 S. Crittenden St., San Jose.
 Alexander, Luella, 316 S. 7th, San Jose.
 Alexander, Olive A, 316 S. 7th, San Jose.
 Ames, Kate, Napa.
 Amos, Fannie, 117 N. 5th St., San Jose.
 Anderson, A. B., Colusa.
 Anderson, Augusta, 42 S. Priest, San Jose
 Anderson, Mary F., 42 S Priest, San Jose
 Andrews, Mary S., 886 Morse, San Jose.
 Anthony, Gertrude, Petaluma.
 Armstrong, J. D., Haywards.
 Armstrong, L. E., Nevada City.
 Ashbrook, Alice, Glenwood.
 Ashley, Osee, San Jose.
 Atterbury, Lydia, Le Conte Ave., above Le Roy, Berkeley.
 Aulman, Della, Visalia.
 Aulman, M., Visalia.
 Austin, Grace, Hollister.
 Avery, Lewis B., Redlands.
 Ayer, Charlotte, Sebastopol.
 Ayer, Edith, 357 E. Santa Clara, San Jose

— B —

- Babcock, Mrs. E. M., Fresno.
 Babcock, L. W., Ukiah.
 Bacon, Carl E., 325 Sansome St., S. F.
 Bacon, H. G., Hollister.
 Bagley, Ada, Hanford.
 Bagley, Ruth, 2532 Regent St., Berkeley.
 Bailey, A. A., Martinez.
 Bailey, Bessie, Santa Cruz.
 Bailey, E. H., Salinas.
 Bailey, Ella M., 2417 Bancroft Way, Berkeley.
 Bailey, Harriet, Santa Cruz.
 Bain, Helen, San Rafael.
 Baker, Mrs. L. R., Agnew.
 Baker, Mamie, Fresno.
 Baker, Marion S., 2614 Channing Way, Berkeley.
 Baker, Maude, Oleander.
 Baker, W. H., San Jose.
 Balcomb, E. E., 2222 Chapel, Berkeley.
 Baldwin, Grace M., 155 Locust, Santa Cruz
 Baldwin, Florence, Blue Lake.
 Balis, Lola A., East San Jose.
 Ball, Lou, Garfield School, East Oakland.
 Banks, Winifred, 2710 Regent, Berkeley.
 Banning, Mrs. F. A., 668 Castro St., S. F.
 Barbee, J. F., Ukiah.
 Barnhisel, Clara, Salinas.
 Barker, Lucy A., 659 S. 3d St., San Jose.
 Barnard, Grace E., 1 1/4 Franklin, St., Oakland.
 Barnett, M. A., 725 Cherry, Santa Rosa.
 Barnhouse, Mabel, Watsonville.
 Barth, O. F., Fort Bragg.
 Barthel, F. K., Windsor Hotel S. F.
 Barr, Jas. A., Stockton.
 Barrett, Grace, Hollister.
 Barrows, B. J., 2023 Haste St., Berkeley.
 Barry, Marcella J., 480 N. 4th, San Jose.
 Bartruff, Zoe S., Downey.
 Bateman, D. F., San Jose.
 Batchelder, Kate C., 402 5th, San Rafael.
 Bauman, Elsie, Girls' High School, S. F.
 Beal, Flore E., State Normal School, San Jose.
 Beebe, Mrs. Eva, Corona.
 Beeson, L., San Gregorio.
 Behringer, Hannah, St. Helena.
 Bell, Alberta, Paso Robles.
 Bell, Jessie F., Covina.
 Bellingall, Julia L., 937 Locust, San Jose.
 Bennett, Laura, 719 S. 3rd St., San Jose.
 Benson, M. L., Redwood City.
 Benton, Dorothy, Ben Lomond.
 Bergen, M. E., 2934 Telegraph Ave., Berkeley.
 Best, Loretta M., San Rafael.
 Bickerstaff, M. Jennie, Lafayette.
 Biedenbach, C. L., 2526 College Ave., Berkeley.
 Biehl, L., 2153 Carlton St., Berkeley.
 Biggs, Lilian, 150 San Carlos, San Jose.
 Bills, Rebecca A., 961 Jackson, Oakland.
 Binkley, Mrs. T. P., Hollister.
 Bistorious, A. L., 85 N. 3rd St., San Jose.
 Black, Samuel T., State Normal School, San Diego.
 Blackie, Ellen, Salinas.
 Blanchard, Blanche, 590 N. 4th, San Jose.
 Blanchard, M. E., 1320 Green St., S. F.
 Bland, Henry M., State Normal School, San Jose.
 Blochman, Mrs. Ida M., Santa Maria.
 Blythe, M. R., 1164 Peralta St., Oakland.
 Blythe, Ethel S., Colton.

- Boardman, Mrs. M. V., 663 35th, Oakland.
 Boggs, Florence, Modesto.
 Bond, Geo. A., 135 Mission, Santa Cruz.
 Boniface, S. M., 33 Rincon Place, S. F.
 Boynton, E. C., Parrott Bldg., S. F.
 Booth, Mrs. L. C., Reno.
 Borden, Nellie, Fresno.
 Boston, Anna, Bullion.
 Botsford, Lucy E., 551 S. 2nd, San Jose.
 Bolsted, Winifred F., 727 Allston Way,
 W. Berkeley.
 Boulware, A. S., Palo Alto.
 Boulware, Lucretia, Palo Alto.
 Bowen, Gertrude N., Santa Cruz.
 Bowen, Nellie, West William St., San
 Jose.
 Bowland, Lillian, 2316 Fulton, Berkeley.
 Bowman, Mae, Gonzales.
 Boyce, Clara, Milpitas.
 Boyce, Sylvia, Milpitas.
 Boyd, Mazie E., 216 E St., San Rafael.
 Bradbury, V. E., 2015 Devisadero, S. F.
 Bradley, Carolyn, 280 S. 3rd, San Jose.
 Bradshaw, Georgie, 23 S. 6th, San Jose.
 Brady, T. J., Santa Cruz.
 Braw, Estelle, Campbell.
 Breck, E. J., 2003 Summit St., Oakland.
 Bridgman, Lillian B., 530 Guerrero, S. F.
 Brincard, Mrs. Kate A., Redding.
 Bristol, Alice J., Redwood City.
 Britton, Annie E., 140 S. 2nd, San Jose.
 Britton, Ella, Fort Bragg.
 brotherton, Laura R., Sausalito.
 Brown, C. J., 337 S. 11th St., San Jose.
 Brown, Elmer E., U. of C., Berkeley.
 Brown, Ethel, 55 N. 2nd St., San Jose.
 Brown, I. R., 13 Cook St., San Francisco.
 Brown, Irene, 310 S. 7th St., San Jose.
 Brown, Mary, Watsonville.
 Brown, Sam. W., 439 S. 4th, San Jose.
 Brownell, E. E., Gilroy.
 Brownell, Leonora J., Watsonville.
 Bruch, Louis, 998 S. 7th St., San Jose.
 Bryant, Jas. C., 4 Fairbrother Ave., San
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Respectfully submitted,

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Books and Magazines

The last two or three years of the usual eight years of elementary school, by common experience, present the most troublesome problems. It is chiefly in what are called the seventh and eighth grades and not in the high schools (as one frequently hears stated by those who have not investigated the facts), that our boys take a disgust for study and an undue proportion of them leave school.

**Some
Forceful
Sayings**

There is no difficulty in telescoping an eight-year course for the elementary schools into a six-year course. If our schools will adopt six years for the elementary grades, among the benefits too numerous to mention, they will begin to keep the boys for the high schools. The most discouraging experience of my professional life has been the slowness with which protests against the eight grades system have gained a hearing, even among students, of its evil consequences. *

* * * *

It should be born in mind that the vaunted benefits of education are not derivable from the childish study of the elementary school. There the children learn to read and write and "cipher" a little, and by various disciplines lay a foundation upon which something more valuable *may* be built; but if the educational processes are not carried forward into the high school stage, the benefits of enlightenment and breadth of mental horizon and discipline of intellectual powers, which are spoken of as the legitimate results of our educational endeavors are not reached. On the other hand, the good high school does furnish the beginnings of a liberal education. The powers of acquisition and reflection in youth during the years from fourteen to eighteen are underrated. Of course, no very deep or specialized acquisitions are possible in the high school, but the mental horizon is sufficiently broadened for intelligent citizenship and for individual dignity and power. The high school student does not progress very far along any particular avenue, but the vistas of almost all sciences may be opened to him and he learns the trend and something of the aims and attainments of all great spheres of human activity. It could not be too drastically impressed upon the people that unless they will give their children the opportunities of what we call in America, the high school, or some equivalent, they are deceiving themselves, if they imagine that the benefits of education, of which they hear so much, are otherwise obtainable. The elementary school, covering the period of childhood as distinguished from youth, merely prepares the children to reap the rich harvest belonging to the next four years. * * * *

I have never been able to understand how any experienced teacher could fail to see the truth for himself, but it is now being

proved by wide testing experiments that children who have studied, for instance, arithmetic three or four years, know more and pass identically the same examinations better than children who have studied the same subject-matter six or seven years. It is a fact, howsoever long it may be before teachers open their eyes to it, that pupils cannot spend on the ordinary text books in arithmetic more than half the number of years usually required, without being so stultified as to impair their powers in every direction, besides failing to learn that particular subject. If they were to study the same matter at suitable stages with reasonable dispatch, average pupils would find no trouble in mastering it. It is more tiresome to mark time than to step out along the pathway. It is hard also to make an empty bag stand upright.—*From the Biennial Report of Arthur Lefevre, State Superintendent of Public Instruction of Texas.*

* * *

I wish, however, tonight to propose a comparatively simple plan for determining what we shall admit and what we shall reject from the course of study. In my opinion we should keep out everything which cannot pass two juries. The first is the jury of the most competent school men. The second is a jury of those who in the several subjects represent society at its best. It is not enough to have the judgment of either one of these juries alone. We must have both.

The business men do not know, and almost always they know that they do not know, what should be taught in arithmetic in a given grade. In like manner the great musicians are quite incapable of prescribing a graduated course of study in music for the schools. It has been proved over and over again that the scientific specialists are unable to lay out the best possible courses in nature study and in elementary science for the schools unless they have given years of special attention to the subject. So it is in every field. In each case the work which should be prescribed for the children is a matter of school-room discovery. When we have decided to introduce some great new subject, such as history or music or manual training, our trouble has just begun. What we do in every case is to fumble and grope and waste time and money in finding out what to do. The school men must work out this problem in the school room. It can be solved nowhere else.

On the other hand the other jury, the jury of experts, should be called into counsel at every point. The business man does not know what should be done in the Sixth Grade, but he does know

that processes which have been discarded by all business men should not be found in any grade. The blue pencil of the jury of business men should run through every page of the arithmetic.

In like manner, as I have said, the scientist is often woefully ignorant of what should be done in elementary science. He has not thought about it. He has not faced the question at all and often his advice is crude and impossible. But we must no less carefully beware of proceeding without his advice. Whenever we do so we are almost sure to be found teaching many things which are known to be untrue. Every text book which deals with any science should be subject to the constant censorship of the jury of scientific men. In grammar, in history, in geography, in scientific temperance, that jury must have the right at any rate to say what shall not be taught. The books would then not know as much as they do now, but in the words of a great American humorist, they would not know so many things that are not so.

I believe that we are just entering upon a period when music will be recognized in our schools far more than has ever been the case. I believe that we shall presently have for example high school courses in music analogous to our high school courses in literature. Just what to do in each grade is a problem for the school men and the directors of music. But one law should be laid down as absolute that no music should be admitted into any grade, which will not stand in the judgment of the greatest musicians of the world.—President Wm. Lowe Bryan of Indiana University, in the *Educator-Journal*.

* * *

Those who know the need of improving the instruction in our elementary and high schools so that colleges and universities may have a better trained class of students who apply for admission will see in the graduate school a hope for better prepared high school teachers. The Normal Schools will increase in number and will improve their training and may be relied on to supply elementary teachers who know how to train children to think, and to study. This is their specific work. These schools know better than their critics how well they are succeeding and where they are failing.

But the high schools have no such reliance. They are falling between two stools. When they employ teachers with only an elementary normal school training, they find them pedagogically trained, perhaps, but wanting in scholarship. Their range of knowledge is too limited for the training they are expected to give. When they

The University Must Train the High School Teachers

employ university graduates they find them strong in scholarship, perhaps, but with no pedagogical training or insight. They cannot put themselves in the place of the pupils and instruct them from the learner's point of view. They are ever assuming a condition of knowledge and an attitude of mind on the part of the learner which he does not possess, and vague chaotic thinking is the consequence. Something ought to be done in a university which sends teachers into the high schools, to open up to them the large field of pedagogic knowledge they have not entered, and reveal to them the conditions of successful teaching other than a knowledge of the subjects taught. The attitude of many college students, and some professors, toward "principles and rules" of teaching is indifferent if not actually unfriendly. They seem to think of it as an attempt to teach by some mechanical device. "If a man knows a thing he can teach it," they say. They ought to be shown that this ignorance is not wisdom. Until university graduates see this our high schools will continue to suffer, for the reason that the teachers do not see how to teach high school children to think and to study.—George P. Brown in *Home and School Education*.

* * *

State Educational Commissioner Draper, of New York, in a notable address to the County School Commissioners of the State, spoke somewhat at length upon the supervision of country schools. In conclusion he said:

**Rural
School
Supervision**

"Three steps seem to me to be advisable:

1. That each supervisory district be made small enough to make real supervision practicable.
2. That the supervisor shall be a man or woman whose business is teaching, and who has the training and experience to qualify as a superintendent.
3. That outlying schools be associated with the central schools in supervision as a means of associating them in feeling, in spirit, and in outlook."

He admitted that this seemed to point toward supervision by townships or by a certain maximum and minimum number of schools. The demand is that the supervision supervise. He said that "all agree that very much of the life of the modern schools is in the supervision, and the ten thousand schools by the roadsides are entitled to a real share in it."

It was but natural that those who blazed the path for the better teaching of history in the secondary schools, who made the tools with which they cleared the way for their colleagues as well as for their successors, should sometimes have felled a tree that ought to have remained, and should have reached an end somewhat distant from that anticipated. In the first reaction from the slavish use of the text-book that characterized the early period of history teaching, the text-book was thrown aside and immature pupils were put at tasks that might well have staggered experienced historians. But the discussion of twenty years, over the question of whether the text-book method or the source method should be used in the secondary schools has resulted in inestimable benefit. The text-book has been restored, but not to its old place. It no longer serves to stimulate the flagging memory of the teacher, who follows the history lesson with his finger on the line of the text; but it serves as the skeleton which the teacher is to clothe with flesh and blood. Sources have not taken the place of the text-book, but they are used to illustrate, not to reconstruct history. One of the greatest gains of the discussions of the past twenty years has been the clarification of our ideas in regard to the relation to each other of sources and text-books.

One of the fundamental duties of our association should be to press on the attention of those having the appointing power, that an essential qualification of those whom they select to teach history should be some knowledge of the subject to be taught. The protest against present conditions is not superfluous; current announcements show that one ambitious school, in one of the most famous New England towns, has a teacher who gives instruction in music, painting, drawing, biology and history; that in one large city high school the classes in history are heard by the musical critic of one of the daily papers; that, in another, history has been assigned to the general utility man. If we ourselves have learned any thing as teachers of history, it is that we cannot teach what we do not ourselves know; but the public has not yet learned this elemental truth, and no one thing would do more to advance the cause of history teaching in this country than an understanding of this fact.

But there is more than one vital question yet unanswered by either college or school, as to the content of history teaching. Is the subject-matter taught to be selected mainly from patriotic considerations, and is patriotism to be defined as "my country, right or wrong, my country"; or, again, in the words of Samuel Johnson, as "the last refuge of a scoundrel"? Is truth to be the object of history teaching, or the virtues of a protective tariff, the wisdom of tariff for revenue only, the importance of the sea-power, or the

**History and
the Work of
History
Teachers**

dangers threatening us from all the powers of the world? Is the study of history to be an end in itself, or is it to be the handmaid of legislators, anxious to turn to account every means for furthering their own ends; of ecclesiastics, who would utilize its facts to enforce ethical lessons; of business men whose interests are promoted by the study of the history of industries? Is the teacher of history to keep in mind that "far-off, divine event to which the whole creation moves," or that equally remote event from which creation has sprung?

It rests with us to arouse an interest in the study of history in our home communities, to seek the co-operation of the public library, to show the importance of preserving historical material, to suggest the founding of historical museums, to enlist interest in the records of civic life. The historian and the teacher of history cannot be a recluse, he has never been such. In every age, from the times of Herodotus and Thucydides and Xenophon to those of Von Holst and Mommsen, Stubbs and Bryce, Lavisse and Aulard, Motley and Bancroft, Hay and White, Mahan and Lea, the historian has been a man of affairs, a publicist, a diplomat, a legislator, a business man,—always in one profession or another an active member of society. Removed by virtue of his subject from the realm of speculation and abstract history, from that of experimentation and empiricism, the writer and teacher of history must always keep his feet on solid ground, he must always maintain his connection with the past. But if he is to study the life of a previous age, he must have established relations with his own. "Brains, knowledge of men, insight into things political and social, are the indispensable qualities for the historian," says Frederick Harrison. It must therefore devolve on us, as an association, to keep in touch with the life about us, to hold ourselves always ready to promote in any way possible, the interests of historical study in all of its ramifications in our own communities.

To an association thus constituted we may apply the words of William Penn: "Governments, like clocks, go from the motion men give them, and as governments are made and moved by men, so by them they are ruined, too. Wherefore governments rather depend upon men than men upon governments. Let men be good, and the government cannot be bad; if it be ill, they will cure it. But if men be bad, let the government be never so good, they will endeavor to warp and spoil it to their turn."—*From the address of President Lucy M. Salmon before the Association of History Teachers of the Middle States and Maryland.*

The last number of THE JOURNAL contained the able report of the committee of the State Teachers' Association appointed to investigate the pressing subject of teachers' salaries.

Why We Must Have More Money We take the liberty of reproducing from *The Educator-Journal*, the conclusions of a similar committee appointed by the State Teachers' Association of Indiana:

"Good salaries for good teachers only.—The committee does not appear as the champion of high salaries for all teachers, regardless of merit. Its motto is: 'Good salaries for good teachers and no salaries at all for poor ones.' The poor teacher is always overpaid. In fact, he is dear—too dear—at any price. The chief reason for paying better salaries is for the purpose of obtaining good teachers. Good teachers are necessary for the progress of the nation. Our people will retrograde, if the business of teaching is turned over to children and inefficient. Progress in knowledge, skill, and morality, is possible only when teachers possess brains, power and character. Such talent commands good pay in any market. Can the State afford to do without it in the school room? Shall persons of first-class ability be starved out of the profession of teaching?

"Professional Teachers Required.—Such is the complexity of the teachers' work of today that the citizen teacher no longer suffices. But if the work is to be done properly it requires a specialist—a person of scholarship, skill, force and character. But comparatively few persons possess the natural qualifications to make good teachers, and fewer still have the acquired attainments. 'The material out of which good teachers are developed,' says Principal George W. Benton, 'is not abundant, but limited, and the need of them calls for conditions which will put teaching on a plane which will attract and not repel the chosen few who are born with the teaching instinct.' People complain of an overcrowded curriculum—a curriculum, by the way, which the teachers themselves have not made. But the people would no more return to the old-time curriculum than they would return to the old log school house with its puncheon seats and stick and clay chimney. What is needed are teachers of sufficient skill to meet the new conditions. A forty thousand dollar school house is a modern necessity. A forty dollar teacher in that school house is an anomaly."

"Ideal Teacher Characterized.—Read any pedagogical work and you will find that the teacher must have a fine personality, be intellectual, scholarly, cultured, wise, honest, sincere—indeed you may take all the virtues demanded of any other profession or line of work, mix them, boil them down, throw in any extras that may

have been omitted, and then you are not through with the demands placed upon the ideal teacher. He must be social, mingle with the people, and yet not remain out late at night or dissipate or lose any energy to be put in the school room. He must dress well always — not only on the school days of the week but on Saturday and Sunday. He must be active in all church and charitable enterprises, foremost in all municipal undertakings, be in politics and out of politics, please everybody, be firm and courageous, tactful and pleasant, reserved and friendly, dignified and jovial, adapted to old and middle-aged and young, be the polyglot, dictionary and encyclopedia of the town — called upon at any and all hours of the night to answer questions and solve the most ridiculous problems, meaningless and worthless, because he is a teacher, for any crank within a radius of five hundred miles who wants to 'know things' and never can learn them. He must be familiar with the past and know every event and date since the creation of the world, know the present, prognosticate the future — these are a few of the many things a teacher must be able to do."

* * *

We hear a great deal now-a-days about measuring the results of education. The movement in this direction is a worthy one. And while it has suffered somewhat from the intemperate statements of its best friends, it bids fair to have a most wholesome effect upon educational practice. **The Quantitative Study of Education** Ossian Lang, writing of it in the last issue of the *Forum* says: "There is light ahead. The movement which is levelling the way for the diffusion of an intelligent interest in the work of the elementary schools has its chief source of strength in an economic idea. The two questions representing its scope are: (1) what results can a community reasonably expect of its tax-supported schools? (2) how may these results be obtained with the least amount of waste?" The discussion of these questions will, we believe, lead to a tremendous change in school work.

The same magazine contains an article on the quantitative study of education, by its chief apostle, Professor Edward L. Thorndike. It runs: "We are no longer satisfied with vague arguments about what this or that system of administration or method of teaching does, but demand exact measures of the achievement of any system or method or person. This ambition toward an exact

objective measurement of the results of educational endeavor is a symptom of healthy scientific fervor and also of common-sense wisdom. There is, however, a danger that the quantitative studies which promise to do as much in their way as the philanthropic movement has done in its way, may be misled, and fall into disrepute by being too hasty. The quantitative study of education implies the measurement of things, changes, and relationships or dependencies. Peculiar difficulties attend the measurement of each of these three kinds of quantity. The complexity of the phenomena of education is obvious. In even so simple a matter as ability in arithmetic, the measure to be given to any individual is not an easy affair. Marks will vary as the individuals who make them, the credit to be given for an example as compared with any other is unknown. And next on the same list of problems the fact that one boy scores 14 and another 7 does not mean that the former is twice as far above zero in arithmetical ability as the latter. For the real zero of ability in arithmetic may be far below that which just fails to do even one example. The measurement of things or existences is child's play compared to the measurement of changes, and I defy anyone to answer the following apparently simple question: John being tested with 500 words, spelled 200 correctly; a year later, after a certain training, he spelled 300 correctly. Fred, under the same conditions, spelled correctly 400 and 500. Who made the greater gain in spelling ability? That the adequate measurement of intellectual and moral facts is difficult does not, however, at all imply that it is impossible or that inadequate and erroneous measurements are not useful. Teachers and administrative officers everywhere will profit from making systematic observations and keeping precise records of school work. All that is asserted is that quantitative work is a useful tool for the thinker and is commonly better than the work it replaces."

* * *

This little book should be of not a little value in elementary classes. It is intended to enable pupils to read something in addition to reading books. The author believes that the subject of health and all that it involves is rather better suited for presenta-

tion in supplementary reading books than the other subjects which almost monopolize this field.

Physiology is usually regarded as rather an austere and forbidding subject and it is difficult to think of it as lending itself to attractive treatment, much less to story form. The success with which it has been put into such form in this book is really surprising. We have no doubt whatever that young pupils will take to it with avidity. Aside from the fact that it is usually presented in a most uninteresting way, the chief objection to it as a study has been that it was of almost no practical value. One might study about the lungs, but rarely learned how to use them; he might learn something about the heart, but not how to protect it against strains, the same was true of the eyes and the teeth. The fault belonged to the book as much as to the teacher. Its one practical lesson concerned tobacco and alcoholic liquors, whose ill-effects were so immoderately over-emphasized that even this lesson was rarely learned by school-study. But when it is remembered that most of the ills of adult life are contracted in childhood it will be seen that childhood is the time for practical lessons, such as Mr. Coleman has so carefully prepared. This book is wholly radical in one respect: It is issued because of its author's conviction, as the result of years of teaching hygiene, that the right age for taking up that study is childhood, not youth. Childhood he believes is the period of keenest interest in it, and at the same time the period when its lessons are of most value.

* * *

Commercial education is a subject that must be studied in this country before our commercial schools can do the work which it was hoped they would do when they were created. The subject is new, and therefore in the experimental stage. Twelve years ago there was only one institution in the United States giving a higher commercial education. Now there are a number of them, but success has not marked their earliest attempts as it should their subsequent development. When we are invited to consider the need for practical studies in the high school we are at once reminded how impractical such practical studies usually are. The fault is not with commercial education. It is with the sort of commercial education which we have. Europe is ahead of us in this matter, and even our colleges of commerce might profit by taking a leaf from the courses of some continental secondary schools. It goes

without saying that our commercial high schools will bear improvement. And since this is the condition of the teaching of commercial subjects generally, such books as the *Meaning and Practice of Commercial Education* are of genuine assistance where assistance is very greatly needed.

But Mr. Herrick has more reforms than one in mind. He does not merely offer a study of the results which have been attained throughout the world in teaching this subject, he proposes also that secondary education in general shall be rendered more practical by being made to approximate more and more to the commercial form. "Gradual and rational changes in our higher and secondary education and in the education supplementary to elementary education — this is not revolutionary — and this is the suggestion of the book."

The chapter headings will indicate its contents. They are: Definition and Place of Commercial Education; Possibility and Value of Commercial Education; Commercial Education in Germany and Austria; Commercial Education in France and Belgium; Commercial Education in England; Private Commercial Schools in the United States; Secondary Commercial Education in the United States; Curriculum of the Secondary Schools of Commerce; Higher Commercial Education in the United States; Commercial Education — How Provided.

* * *

The Teachers' Hand Book in Geography

Nearly a year ago Dr. E. C. Moore, President of the California Council of Education, appointed a committee consisting of Deputy Superintendent Heaton, San Francisco; Superintendent James A. Barr, Stockton; Professor Holoway, State University; Walter J. Kenyon and Frank F. Bunker (chairman), of the State Normal, San Francisco, to prepare a hand book for teachers to accompany the State series geography texts (recent adoption). At the December meeting the Council, having listened to the report of the chairman of the committee, adopted the hand book as then outlined and ordered it printed, but through lack of funds available for the purpose it has been unable, as yet, to proceed with publication. The matter has been taken up, however, by the State Normal School at San Francisco and the hand book will be published by it primarily for the graduates of the school. However, until the edition is exhausted copies of the manual will be sent to any teacher in the State at the cost of publication. Any teacher desiring a copy

should address "Bulletin Fund, State Normal School, San Francisco," and enclose the price, 50 cents, and 6 cents for postage. The hand book is now in the hands of the printer and will be ready for distribution on or before the 1st of April.

The hand book comprises a treatment of the most typical features (historic, economic, artistic, political) of each of the characteristic areas of the entire world. Thus for example, the following four topics or lesson units, have been treated in connection with the study of "European and Asiatic Turkey":

(1) The story of Mohammed, the nature of the Koran, and the present and past limits of Mohammedanism.

(2) The Holy Land, its occupations and products, and the part it played in Biblical narrative.

(3) Turkey's place in modern European history (The "Eastern Question").

(4) The Sultan, his government, the backward state of civilization and the indifferent condition of its commerce and industry.

In connection with each topic there is given a list of page references to accessible supplementary reading which can be placed in the hands of the children as a basis for discussion. Following the "Reading List" is the topic "Suggestions." Under this head is given a more or less extended discussion of the topics; considering essentials to be brought out, adaptation of material to the children, methods of presentation, maps, and pictures which will be of service, etc. Each country and characteristic area of the entire world is similarly treated — first, the important topic, and then the "Reading Lists" and "Suggestions" under each. Frequent reference is made throughout the work to the maps, charts, tables of statistics, etc., given in the State texts.

The United States and California are given particularly full treatment, since the child should know more about his own State and country than about others. Next to the United States as regards detail, comes Europe as this continent is more closely related to the United States, commercially and otherwise, than is any other. The chief feature of the hand book is its attempt to indicate specifically rather than in general terms what is essential in the geography work of the elementary schools. It is thought that it will serve to clear the teacher's mind of the confusion into which the various texts have thrown her regarding what is most worth while.

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The New Apportionment Law

The changes made in the apportionment law by the Rowell-Slaven Senate Bill (No. 236) as prepared by Superintendent of Public Instruction Thomas J. Kirk, is as follows. Part 4 of Sec. 1532 now reads:

“*Fourth* — To apportion the State school fund; and to furnish an abstract of such apportionment to the State Controller, the State Board of Examiners, and to the County and City and County Auditors, County and City and County Treasurers and to the County and City and County School Superintendents of the several counties of the State. In apportioning said fund he shall apportion to every county and to every city and county [two hundred and fifty dollars (\$250)] for every teacher determined and assigned to it on school census by the County or City and County School Superintendent for the next preceding school year, as required of the county or city and county school superintendent by the provisions of section 1858 of this code, and after thus apportioning [two hundred and fifty dollars] on teacher or census basis, he shall apportion the balance of the State school fund to the several counties or cities and counties according to their average daily attendance as shown by the reports of the County or City and County School Superintendents for the next preceding school year.

“SEC. 2. This act shall take effect and be in force from and after September 1, 1905.

The Anderson-Johnstone Assembly Bill (No. 277) amending Section 1858, reads as follows:

“Section 1858. The School Superintendent of every County and City and County must apportion all State and county school moneys

for the primary and grammar grades of his county or city and county as follows:

"1st. He must ascertain the number of teachers each school district is entitled to by calculating one teacher for every district having seventy or a less number of census children and one additional teacher for each additional seventy census children, as shown by the next preceding school census; and in cities or districts wherein separate classes are established for the instruction of the deaf, as provided in section sixteen hundred and eighteen of this code, an additional teacher for each nine deaf children, or fraction of such number, not less than five, actually attending such classes; *provided*, that all children in any asylum, and not attending the public schools, of whom the authorities of said asylum are the guardians, shall not be included in making the estimate of the number of teachers to which the district in which the asylum is located is entitled.

"2nd. He must ascertain the total number of teachers for the county or city and county by adding together the number of teachers so allowed to the several districts. And he must at the time of making his annual report of the school census of his county or city and county, as provided in section 1551 of the Political Code, report to the Superintendent of Public Instruction, under oath, the number of teachers ascertained and so allowed to his county or city and county by the rule or provisions of subdivision first hereof applied to said school census.

"3rd. Five hundred fifty dollars shall be apportioned to every school district for every teacher so allowed to it; *provided*, that to districts having over seventy or a multiple of seventy school census children and a fraction of less than twenty census children, there shall be apportioned twenty-five dollars for each census child in said fraction.

"4th. All school moneys remaining on hand after apportioning to the school districts the moneys provided for in subdivision three of this section, must be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year; *provided*, that for any newly organized school district where school was not maintained during the year in which the school census was taken, the average daily attendance shall be such percentage of the average daily attendance of the old district or districts from which its territory was taken as the census of the new district is of the old and new districts combined. The County Superintendent shall deduct from the average daily attendance of the old district or districts the average daily attendance of the new district as above determined. Census children, wherever mentioned in this chapter shall be construed to mean those between the ages of five and seventeen years."

The following statement by Supt. of Public Instruction, Thomas J. Kirk, and the Exhibit of State School Fund as Apportioned with New Law are Explanatory of the Amendments.

SACRAMENTO, February 21.—To the Editor: I cannot believe that truly loyal Californians who have made themselves familiar with the plan and purpose of the school apportionment bill could have opposed it so vehemently this afternoon as did the Assemblymen from San Francisco, and I therefore conclude that they are not informed as to its merits.

They failed to recognize that the State school fund is raised on property and is presumed to be distributed for the benefit of the children of the State, and that a number of counties pay into the State Treasury for school purposes more than they draw out. They overlook the fact that public education in California is chiefly a State matter rather than a local matter; that as a State interest no county, municipal or other boundary lines are recognizable; that the State is under obligations insofar as it extends educational aid to endeavor to bestow it as equitably as possible upon all its children; that some of these children are densely massed and that some are sparsely located, and that this matter of density and sparseness must be taken in account in distributing this aid.

Ever since aid to the public schools was provided for for fifty years it has been distributed to the counties in proportion to their number of census children and until about 1879 the counties distributed the school funds—both State and county—to their school districts on the same basis. It was discovered about the year mentioned that educational advantages could not be distributed equally or equitably solely on the census basis, and it was made the law that the County School Superintendent should count a teacher for every seventy census children or fraction of seventy, not less than twenty, thus recognizing that twenty children might need just as much money in order to obtain equal educational opportunities as would seventy. This principle and plan has been recognized as a just rule and guide in distributing funds to the districts in a county, but it seems never to have occurred to anyone to suggest that a like principle should be applied by the State School Superintendent in distributing the State fund among the fifty-seven counties of the State. In consequence of this oversight, we see this State fund being given for the pay of teachers in such unequal and inequitable proportions that each of the teachers of San Francisco get \$780 of State money per year; each Alameda County teacher about \$640 per year; San Diego \$280, and the other counties in sums ranging from \$250 to \$500 per teacher.

The pending bill is to direct the State School Superintendent to apportion the State fund to the counties of the State on the same

basis that the County Superintendent distributes to the districts of his county. The amount of State fund cannot be so much per teacher by the State Superintendent as per teacher by the County Superintendent, but by this bill it is a fixed sum—\$250 per teacher—and the balance on average daily attendance.

Under the measure, all the counties are treated alike. The same rule is made to apply to all. The readjustment seems hard on San Francisco because it has no sparsely settled country districts within its border as has every other county. The densely populated counties come nearest to faring like San Francisco. If the cities of Los Angeles, Oakland, San Jose, Stockton, Sacramento, Fresno, stood alone in their respective counties, they would fare about as does San Francisco.

It is wrong to charge that money is being taken from a county. It is only provided that beginning January, 1906, a more equitable distribution of the State fund is to be made.

As the law now stands, Mono County, one of the poorest counties in the State, is compelled to raise a county school tax of fifty cents, the limit allowed by law, while Alameda County, the third richest county in the State, raises a twenty-cent county school tax; and San Francisco, the richest county in the State, has a city and county school tax of only six cents. These are merely illustrations of the fact that the poorer the county the higher its county school tax must be under the present law; while on the other hand, the richer the county the lower its county tax will be.

Not only so, but Mono County, for example, even with her fifty-cent school tax, is able to keep her schools open but about eight months in the year and can pay her teachers only small salaries; while San Francisco, with her six cents tax levy, can, and does, keep her schools open ten months in the year and pays her teachers fairly good salaries.

More than this, San Francisco would be able to run her schools, as provided by the law, on the money she gets from the State, without any county tax whatever, while Mono County can hardly do so with her fifty-cent county tax.

These again are but samples of many such illustrations that might be given. They show, however, that the present system of distribution is very unequal and inequitable, while the bill which has just passed the Assembly distributes the State school money much more equitably.

So far as the State school system is concerned, so far as the State school fund will reach no county, municipal or other boundary lines can be recognized. The State should be looked upon as *one* large county, and her children seen just as they are situated, some in sparsely settled communities, some in densely populated cities. Thus seen and their needs recognized, aid for school advantages should be given in a manner aiming at equality.

Exhibit of the State School Fund as apportioned to the several counties for the School Year ending June 30, 1904, and as it would have been apportioned as provided by Senate Bill No. 236, or Assembly Bill No. 297.

COUNTIES	Teachers Determined on School Census for 1903, Counting one Teacher for every 70 Census Children	Average Daily Attendance School Year Ending June 30, 1903.	State Fund as Apportioned for the School Year 1903-4.	State Fund on a Basis of \$250.00 per Teacher, and Balance or Average Daily Attendance	Amount More that would have been Received under Proposed Law.	Amount Less that would have been Received under Proposed Law.
Alameda	526	17,752	\$332,046.61	\$295,528.48		\$ 36,518.13
Alpine	3	44	729.19	1,156.56	\$ 427.37	
Amador	62	1,564	24,148.50	29,951.36	5,802.86	
Butte	109	2,390	41,724.82	49,333.60	7,608.78	
Calaveras	74	1,523	26,411.83	32,572.52	6,160.69	
Colusa	51	1,102	17,737.31	22,932.48	5,195.17	
Contra Costa	90	2,673	44,944.62	47,198.52	2,253.90	
Del Norte	18	381	6,420.66	8,020.44	1,599.78	
El Dorado	69	1,075	18,191.87	27,183.00	8,991.13	
Fresno	224	6,171	105,296.98	113,020.04	7,723.11	
Glenn	41	817	11,752.27	17,799.08	6,046.81	
Humboldt	162	4,437	71,413.27	81,497.88	10,084.61	
Inyo	24	441	8,589.29	10,074.84	1,485.55	
Kern	97	2,078	38,325.09	43,450.72	5,125.63	
Kings	53	1,505	25,256.49	27,156.20	1,899.71	
Lake	48	786	14,365.99	19,262.64	4,896.65	
Lassen	36	601	10,350.71	14,553.24	4,202.53	
Los Angeles	790	30,866	491,474.06	482,701.84		8,772.22
Madera	47	836	14,763.73	19,474.64	4,710.91	
Marin	70	1,589	33,088.18	32,182.36		905.82
Mariposa	36	569	9,829.86	14,257.56	4,427.70	
Mendocino	155	2,664	49,300.82	63,365.36	14,064.54	
Merced	70	1,301	23,589.77	29,521.24	5,931.47	
Modoc	40	786	13,579.98	17,262.64	3,682.66	
Mono	11	187	3,911.11	4,477.88	566.77	
Monterey	135	2,770	51,317.93	59,344.80	8,026.87	
Napa	82	2,110	33,751.08	39,996.40	6,245.32	
Nevada	75	2,073	34,470.80	37,904.52	3,433.72	
Orange	105	3,620	60,162.91	59,698.80		464.11
Placer	84	1,942	30,938.49	38,944.08	8,005.59	
Plumas	31	467	9,318.48	12,065.08	2,746.60	
Riverside	120	3,014	51,422.10	67,849.36	16,427.26	
Sacramento	176	5,729	90,002.88	96,935.96	6,933.08	
San Benito	59	934	16,269.46	23,380.16	7,110.70	
San Bernardino	144	4,570	78,724.11	78,226.80		497.31
San Diego	195	4,455	76,091.45	89,914.20	13,822.75	
San Francisco	1,306	34,977	865,425.42	649,687.48		215,737.94
San Joaquin	156	4,292	71,176.52	78,658.08	7,481.56	
San Luis Obispo	129	2,696	48,050.78	57,161.04	9,110.26	
San Mateo	63	1,670	31,667.68	31,180.80		486.88
Santa Barbara	102	2,433	44,897.27	47,980.92	3,083.65	
Santa Clara	260	7,905	148,650.59	138,042.20		10,608.39
Santa Cruz	111	2,716	53,174.05	52,845.84		328.21
Shasta	122	2,312	39,679.30	51,862.88	12,183.58	
Sierra	23	488	7,746.46	10,259.12	2,512.66	
Siskiyou	104	1,913	35,739.78	43,676.12	7,936.34	
Solano	102	2,720	47,908.73	50,632.86	2,724.07	
Sonoma	201	5,222	96,161.85	98,501.28	2,339.43	
Stanislaus	68	1,557	23,987.51	31,386.68	7,399.17	
Sutter	40	820	12,112.13	17,376.80	5,464.67	
Tehama	83	1,432	27,131.55	33,981.68	6,850.13	
Trinity	24	335	7,187.73	9,095.40	1,907.67	
Tulare	146	3,464	54,187.34	68,507.36	14,320.02	
Tuolumne	56	1,293	22,529.13	25,947.32	3,418.19	
Ventura	82	2,184	38,040.99	40,680.16	2,639.17	
Yolo	72	1,955	30,143.01	36,064.20	5,921.19	
Yuba	55	989	19,318.80	22,888.36	3,569.56	
TOTALS,	7,417	199,195	\$3,694,635.27			

THOMAS J. KIRK,
Superintendent of Public Instruction.

School Trustees to be Elected on the First Friday of April

The New Law in Reference to the Election of School Trustees

SECTION [1.] Section fifteen hundred and ninety-three of the Political Code of the State of California is hereby amended to read as follows:

1573. An election for school trustees must be held in each school district on the first Friday of April of each year at the district schoolhouse, if there be one, and if there be none, at the place to be designated by the board of trustees.

1. The number of school trustees for any school district, except where city boards are otherwise authorized by law, shall be three. No person shall be deemed ineligible to the office of trustees on account of sex.

2. In new school districts the school trustees shall be elected on the first Friday of April subsequent to the information of the district, to hold office for one, two and three years respectively, from the first day of July next succeeding their election.

3. When a vacancy occurs from any of the causes specified in section nine hundred and ninety-six of this code, the county superintendent of schools shall appoint a suitable person to fill such vacancy until the first day of July next succeeding the appointment, and a trustee shall be elected at the next April election, to hold office for the remainder of the term.

4. Except as provided in subdivision two and three of this section, one trustee shall be elected annually, to hold office for three years from the first day of July next succeeding his election, or until his successor shall be elected, or appointed, and qualified.

[SEC. 2.] This act shall take effect, and be in force, from and after its passage.

Western School News

MEETINGS

National Education Association, Asbury Park and Ocean Grove, N. J., July 3-7, 1905. William H. Maxwell, New York, President; Irwin Shepard, Secretary, Winona, Minn.

Department of Superintendence, Milwaukee, Wis., Feb. 28, Mar. 1, 2, 1905. E. G. Cooley, President.

Summer School, University of California, Berkeley, Cal., June 24 to Aug. 5, 1905. Dean, Dr. Ernest Carroll Moore.

California State Teachers' Association,

Berkeley, Cal., last week in Dec. James A. Barr Stockton, President; Mrs. M. M. FitzGerald, 1627 Folsom Street, San Francisco, Secretary.

Northern California Teachers' Association, Red Bluff. (Time of meeting not fixed.) J. D. Sweeney, Red Bluff, President.

Southern California Teachers' Association, Los Angeles, Cal. Week before Dec. 25th. President, J. D. Graham; Miss Alice Frazier, Santa Ana, Secretary

NOTES

There is a great scarcity of teachers in New Mexico.

Hugh J. Baldwin, of San Diego county, spent several weeks in Sacramento in the interests of school legislation.

Dr. William James, of Harvard, will occupy the chair of philosophy at Stanford next year.

The bill providing one hundred and fifty thousand dollars for a State Normal School building for the San Francisco State Normal School has been signed by the Governor.

The Sonoma County Institute will be held April 25th to 29th.

The Alameda Teachers' Club has arranged for several prominent speakers on educational topics.

Frank P. Davidson has finally won his suit in the Superior Court of San Diego. Judge Torrence holds that Superintendent Davidson is entitled to his salary and that his removal was not in accordance with the law.

The school children of Alameda will observe Luther Burbank's birthday, March 7th, as Arbor Day.

Superintendent Mark Keppel of Los Angeles has been doing active work at Sacramento in the interests of school legislation.

The Board of Education of the city of Los Angeles will ask for \$750,000 for school buildings.

There will appear in a future number of this journal an article on Mrs. Leland Stanford in relation to her work for education and educational institutions.

The following educational awards were made at the Louisiana Purchase International Exhibit, 1904, **GRAND PRIZES**, State of California and Uni-

versity of California. **GOLD MEDALS**, city and county of San Francisco, elementary, secondary education, State Normal School, San Francisco, Robt. Furlong, Thos. J. Kirk, Sacramento, education, collaborator of exhibit State System and School Administration; State of California, education, traveling libraries; city of Oakland, education, secondary education; State Normal School, San Jose, education, exhibit of professional work; city of Stockton, education, secondary education; city of Los Angeles, education, secondary education; city of Pasadena, Pasadena, education, secondary education; State Normal School, Los Angeles, education, exhibit of professional work; State Normal School, San Diego, education, exhibition of professional work; city of Sacramento, education, elementary and secondary education; State Normal School, Chico, exhibit of professional work; **SILVER MEDALS**, county of Fresno, secondary education; city of Fresno, education, collective exhibit; city of Stockton, education, elementary education; city of Los Angeles, education, elementary education; Kern county, education, elementary and secondary education; State Normal Schools of secondary class, education, exhibit professional work; State Normal Schools of elementary class, education, exhibit professional work; city of Oakland, education, elementary education; Alameda county, education, elementary education; Berkeley, Fresno, Sacramento, Santa Cruz, San Diego, education, collective exhibit

THE LATE DR. IRA G. HOITT

Dr. Ira G. Hoitt died at his home in Menlo Park Sunday, February 19th. He had failed in health rapidly during the past two years and his death was not unexpected. He was born in New Hampshire in 1833 and graduated from Dartmouth College, later receiving the A. M. degree. He was master of the Boston Latin School, one of the largest high school in the United States. He came to San Francisco in 1864 and engaged in educational work. He was president of the San Francisco Board of Education for a time, and from 1886 to 1890 was State Superintendent of Public Instruction. Later he established Hoitt's preparatory school (now located at Menlo Park) which has become one of the best known schools in the State. Many of the graduates have attained high rank in both scholarship and athletics at Stanford and the University of California. In recognition of Dr. Hoitt's educational work both in the East and in California, his alma mater, in 1891, conferred upon him the degree of doctor of philosophy. Dr. Hoitt was a leader in all educational affairs of California and was most highly respected. The funeral was held on Tuesday, with services at the home at 10:30 A. M. and at the First Unitarian Church in San Francisco at 2:30 o'clock. The body was cremated at Odd Fellows' Cemetery.

A LOW DOWN INSTITUTE.

Superintendent Hugh J. Baldwin of San Diego county conducted a local institute at Imperial with most happy effect for the three days beginning January 26th. Imperial is in the heart of the Colorado Desert, and its altitude is 67 feet below the level of the sea; wherefore it may truly be called a low down institute that is held at Imperial.

There are about a dozen districts in the neighborhood, and they are far away from the county seat, being separated by nearly 200 miles of desert sands and rugged mountains. For the teachers to go to the regular county institute they must needs travel 400 miles by rail, passing through three or four other counties and costing nearly a month's salary. Therefore Superintendent Baldwin called the desert teachers together at Imperial for the three days as prescribed by law, and had a novel and effective session in th handsome brick schoolhouse of the desert metropolis. He had as his assistants Superintendent Edward Hyatt of the neighboring county of Riverside and Principal Norrish of the Imperial schools.

The program consisted principally of a series of discussions, conducted by Mr. Baldwin and participated in by the teachers with gusto. Reading, library books, school ethics, literature and nature study were the subjects considered. Mrs. Cameron, Miss Gray, Mrs. Mary Tuttle, Miss Bean, Mr. Magaw, Mrs. Long, Miss Richardson, Miss Pendleton, Miss De Lay, Miss Gaskill and Mr. Norrish took lively part in these conferences. On Friday evening a reception was given, with program and refreshments, and the teachers and the townspeople got acquainted with each other. The Mayor of Imperial, W. A. Edgar, took much interest in the institute, attending both day and evening sessions and taking part in the proceedings.

A local institute of this kind often produces better results than the larger gathering of a whole county. The teachers are more at home, they are closer together, they question and answer, give and take, and get more benefit from it. Superintendent Baldwin has developed great skill at carrying on such a meeting, and the teachers returned to their scattered schools with fresh courage and inspiration, after thanking him for his efforts and urging him to come again on the same errand. They urged him, too, to bring along the man from Riverside again, with his box of California Rocks.

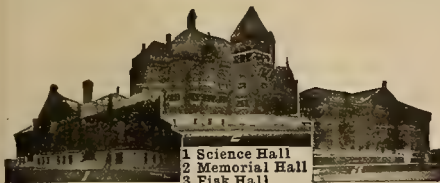
THE EDUCATIONAL EXHIBIT FOR LEWIS AND CLARK EXHIBITION

San Rafael, Cal., January 4, 1905.

To Superintendents of Schools in California: —

It has been determined that California will make an exhibit of her resources and activities at the Lewis and Clark Exposition to be held at

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Western Jour. of Ed.—Mar

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Portland, Oregon, this year, and that a display of education from the schools of the State shall be a part of such exhibit.

In furtherance of this end all educational material from this State that was exhibited at St. Louis last year has been sent to Portland, by direction of the California Commissioners. This material, with some renovation and limited additions, will be suitable for a second display. Since the amount of California's school material at St. Louis was large, it is not probable that space can be had at Portland for much if any additional cabinet matter to that on hand.

A rounding out of each exhibitor's display as made at St. Louis, to make it more complete and more attractive, is perhaps all that can be suggested for the Portland exhibit in education. The purpose of this circu-

lar is to call the attention of individual exhibitors to ways in which it is believed their exhibits can be improved.

The excellence of California's schools has been proved by a comparison with the schools of the world. It is for the purpose of advancing the work of education that our State will make an exhibit at Portland. Educational exhibitors from other States and countries will profit by the experience of the past year. California must do likewise to maintain the high standard of excellence with which her schools are now credited.

Very respectfully,

ROBERT FURLONG,

Director of California's' Educational Exhibit.

* * *

PUBLISHERS' NOTES

Teachers and others who desire to study dramatic art will be interested to know that the Paul Gerson Dramatic School will give a special course for teachers this season.

Mr. Gerson was an actor of high repute before he became an educator for the stage. He is peculiarly fitted to teach others the art in which he has won distinction. His stage experience covers many years, often as leading support, having been associated with Mrs. Fiske, E. H. Sothern, Lewis Morrison, Otis Skinner, Frederick Warde, Kathryn Kidder, Florence Roberts, etc., and has been connected with other large and original productions. He has also had several years experience in stock work, and has staged and directed some of the largest productions given in this country. He is the dramatic coach of Stanford and California Universities and St. Ignatius College, and heads the dramatic department of two well-known magazines. Write for catalogue to Paul Gerson, 414 Mason St., San Francisco, Cal. Mention "Journal."

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The arithmetic of the future.—It will so group its problems as to tell those parts of the story of our national resources and business life that are interesting and intelligible to children. It will tell of the transportation of the products of the land, of their manufacture and their marketing. It will seek to ennoble labor, to make our national economy interesting, and to prepare the boy and the girl for the life they are soon to enter.—David Eugene Smith.

See Ginn & Company's "ad." concerning the Smith arithmetic.

BOOKS ADDED TO THE LIST OF HIGH SCHOOL TEXT-BOOKS

JUNE 11, 1904

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Larned's	HISTORY OF THE UNITED STATES	\$1.40
Simonds's	HISTORY OF ENGLISH LITERATURE	\$1.25
Perry's	STUDY OF PROSE FICTION	\$1.25
Higginson and Boynton's	HISTORY OF AMERICAN LITERATURE	\$1.25
Webster's	ELEMENTARY COMPOSITION	\$.65
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Harvest, end of 14th year from planting	600	6,000

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The Western Journal of Education

April, 1905

CONTENTS

	PAGE
EDITORIAL	355
What Does the Word "Education" Mean?—State Care of Orphans in California—High School Teachers in the Institute—Who Goes to College?—Echoes of the Mosely Commission—What We Escaped—Training of High School Teachers—Modern Languages—When Should a Teacher be Retired?	
THE CHILD AS A SOCIAL PROBLEM. <i>Dr. Samuel G. Smith</i>	367
ENGLISH IN THE HIGH SCHOOL <i>Irving E. Outcalt</i>	380
SOME NEXT THINGS IN SCHOOL IMPROVEMENT. TOPICS FOR THOUGHT. <i>J. D. Sweeney</i>	385
DEPARTMENT OF METHODS	388
History in the Elementary Schools: III. Methods of Presentation—IV. Materials for A Course in History. <i>W. F. Bliss.</i>	
UNIVERSITY OF CALIFORNIA SUMMER SESSION, 1905	397
BOOKS AND MAGAZINES	399
The Five Articles of the Japanese Soldier—A Common Weakness in School Work—Sir Oliver Lodge on the Work of the Teacher—Martin Luther on the Duty of Sending Children to School—Emerson on Studies—The Study of Agriculture in the Rural Schools.	
OFFICIAL DEPARTMENT. <i>Thomas. J. Kirk, Superintendent of Public Instruction</i>	408
JACOB A. RIIS IN CALIFORNIA. <i>Henry Meade Bland</i>	415
WESTERN SCHOOL NEWS	417
ANNUAL BIRD DAYS. <i>Alice L. Park</i>	419

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The Western Journal of Education

APRIL, 1905

EDITORIAL

Among the meditations of the Emperor Marcus Aurelius there is a passage which runs, "What is thy art? to be good. And how is this accomplished well except by general principles, some about the nature of the universe, and others about the proper constitution of man." Nothing is accomplished well without general principles. Knowledge is human experience reduced to carefully constructed general principles. Old wives may reason that this medicine will cure your child because it has cured mine, but physicians are guided by general principles of medicine, not by particular cases. Every art depends upon them. The mistakes that we make as well as the successes we gain, are due to them. The employer of labor whose general view is that labor is a commodity to be used to the utmost, will treat his employees in one way; the employer of labor who remembers that workers are not tools, but men, will treat them in quite another way. The politician who believes that success is the one thing needful will go to almost any length to get it, while the politician who follows the sanction of right will perform deeds of quite another order.

Catch any person acting after deliberation and you will find him giving expression to some general principle every time. People are good or bad, wise or foolish, just or unjust, in accordance with the general principles they keep. One bad principle leads to an infinite number of bad acts. The merchant who believes that it is the customer's lookout if he sells him adulterated goods, is apt to do so every time he has a chance. And the teacher who believes that education is one thing when in reality it is another is almost certain to offer the adulterated product to every child that comes under her care. Indeed it is hardly putting the matter too strongly to say that

**What Does
the Word
"Education"
Mean?**

every phase of school activity, courses of study, books, lessons, recitations, exercises, grades, standards, graduation, all are determined by our general view as to what education itself means. It is a matter of no small consequence, therefore, that the prevailing view should be the correct one. As a matter of fact it seems to be the incorrect one. People have been taught, time out of mind, that the etymology of the word indicates the process. What could be more natural! "The true idea of education is contained in the word itself which signifies the art of *drawing out or educing*; and, being applied in a general sense to man, must signify the *drawing forth or bringing out* of those powers which are implanted in him." But in living things, trees, plants and animals, "powers" have a habit of taking care of themselves. They cannot be directly controlled. Every gardener knows that when soil, sun, moisture and the proper temperature are supplied to the plant it will grow of itself, and he does not feel any responsibility to draw forth its powers directly. He places it in the proper conditions and allows it to take care of itself. There have been educators in the past who had the temerity to say that it was not otherwise with the child, that all that he needed was the appropriate situation and he would do his own growing for himself. They found some difficulty in understanding how powers or capacities which did not come out of themselves could be seized from the outside and drawn out; and when reminded of the venerable authority of the other view they had the rashness to declare that either the Romans did not know much about education or the word must have had some other meaning even with them. It transpires that the heretic was, as usual, right. Here is the evidence as compiled and set forth by Mr. William Jolly in an article upon "The True Etymology of the Word 'Education'": The word *education* is certainly and admittedly derived from a verb of the first conjugation—*ēdūco ēdūcāvi, ēdūcātum, [ēdūcā]e*—in which the *u* is short and the *a* long; whereas *dūco, dūxi, dūctum, dūcere*, to lead, is of the third conjugation, with the *u* persistently long and the *e* of the infinitive short. So that to derive *ēdūco* from *dūco*, to lead, we have to violate the laws of vowel length and conjugation, which in Classics were rigid to a degree to which we, in

English, are strangers. Moreover, the regularly formed noun from *edūcĕrĕ*, to lead out, is not *education* but *eduction*. The word *education* therefore must have some other derivation and some other historical significance. It does not come from *edūco*, to lead out, but from *ēdūco*, to feed. In Latin the word *ēdūcātor*, meant a rearer, nourisher, or bringer-up of children, one who supplied them food, not one who drew out their powers, activities or capacities. The true notion underlying the word is a very simple one, the school-master has only to feed the child not to tamper with its "powers." But what a change would come about in education if, like the wise Romans of old, we should set about nourishing the growing being according to its hunger and its ability to assimilate! What a lot of lessons, exercises and devices would be cut away as in no sense human food! Try the principle, ask of each subject, problem, exercise, does it teach anything? And you will soon see that some of them at least, are without nutritive properties of any sort. Remove them from your dietary, neither ancient nor modern education has any place for them. The root meaning of the word is "to put in," rather than "to draw out," and the work of the teacher is to provide food according to the needs of the child.

* * *

The address of Dr. Samuel G. Smith, which we print elsewhere in this issue calls attention to a phase of the child problem which seldom gets the recognition due it, in educational literature. The problem of educating the child with a home and parents to support him is one thing, the problem of educating and properly bringing up the child without a home is another and rather more serious matter. California has provided liberally for such children; it is not quite so certain that she has provided well. There are forty-two orphan homes in the State, private charities each of them, and in 1903 they cared for 5,852 dependent children. The State contributes \$100 for each whole orphan and \$75 for each half orphan in them. In 1903 their cost to the State for maintenance was

**State Care
of Orphans
in California**

\$356,437, the total expenditures of the orphanages for improvements, running expenses, etc., for the same period being \$736,064, twelve thousand dollars more than half their expense being met by private charity.

Of the 5,852 dependent children in the 42 asylums 1,005 were whole orphans, 4,133 were half orphans, 469 were abandoned children, and 228 were foundlings.

In addition direct aid is given to dependent children by County Boards of Supervisors and the bills are presented to the State Treasurer for payment. In 1903 the State paid \$110,000 for the care of 2,481 such county orphans, besides the \$356,437 for the care of the 5,852 children in asylums, the grand total being 8,333 dependent children maintained at a cost to the State of \$466,437, and a total cost of more than \$850,000 in all for one year. This is an enormous sum of money and the number of dependent children in California is also enormous. No people was ever more willing to care for the parentless and the homeless than ours. There is reason for pride in that fact. In the institutions the children are warm, well fed, clean, orderly, and almost never abused. They are safe there and in some cases they are fairly well taught also. Yet wherever children are herded together non-development both physical and mental is bound to result. "The fundamental fault is perhaps that life is made too easy. A child ought to have more opportunities of hurting himself, or getting dirty, or being insubordinate, than can possibly be accorded to him here. It is a pitiful sight to see a hundred children together and none of them making a fuss. The discipline that would make a good soldier ruins a child. It is fatal to him to march in platoons, to play at the word of command." Besides there are so many necessary lessons that a child cannot learn here. Have you never seen youngsters standing wide-eyed with curiosity watching their fathers work? Have you never seen them take the tools themselves and experiment with them as soon as the parent's back was turned? Nature meant them to be educated in this way. In institutions where tools are under lock and key even lessons in manual training will not take the place of such experimental learning. Moreover nature made them to learn by imi-

tating their elders, and she seems to have meant the relationship to be so close that one adult cannot enter into it successfully with more than a very few little ones at one time.

The late Walter S. Melick, whose interest in these matters was very great and whose knowledge of them was thorough, wrote concerning them not long before he died: "While in deepest sympathy with every effort being made to aid these parentless little ones, I doubt very much whether the extension of the orphans' homes and the huddling of children in these institutions is the best way of caring for them. In fact, I am convinced that it is not. Instead of keeping children in these homes year after year until they become imbued with the unnatural institutional life, these institutions ought to be primarily detention homes into which children can be put temporarily until they are taught manners, etc., so that they can be placed out in real homes. Instead of huddling children together they should be hustled out into suitable families. The slogan should be: Homeless child for the childless home; or parentless child for the childless parents. While maintaining orphans' homes is a noble Christian virtue, I believe a still nobler work is done in placing children out into suitable homes. The trouble is that the good men and women who support orphans' homes become so attached to their institutions that they so often think they are better for a child than a real home. Thus the children are kept in unnatural environments at great public expense and sacrifice when they would be better fitted for the duties of life by being placed in families. There isn't an orphans' home in California (and there are many splendid ones) that is as good as the average home for a child."

* * *

High school teachers frequently complain about the institute. It is too unintellectual, they say, for them. It does not consider subjects in which they can have any vital interest.

High School Teachers in the Institute From beginning to end it is a grammar school affair in which the law compels them to waste their time. Various devices have been suggested to make it more helpful to them, a high school section, visitation of high schools in adjoining counties, etc. Permission to be absent

for the entire time of the institute has never commended itself to us. The high school teachers ought to be there, for the major part of the time, at least, doing their best to make the conference as helpful as possible to the schools of the county. That high school teachers incline to hold themselves aloof from teachers of earlier grades and are more or less scornful of them and their work, is one of the most distressing facts in our school system. The colleges and universities which prepare them will not do their full duty to the State until they give them larger and truer views of education. The business of teaching is one throughout; its problems are common to all teachers; its welfare is a joint and several interest. It is well known that the ablest university presidents and professors in the United States feel it their duty and their privilege to work side by side with the common school teachers of the country. They do not simulate interest in the work of the earlier grades; instead they are profoundly impressed with the necessity for regarding education as one single field from beginning to end, rather than a series of compartmented interests which do not all depend upon each other. These educational leaders are right, and until the high school teachers begin to see that they are in the same boat with the others and must take their turn at the oars, we shall drift in rather a helpless fashion.

The Kings county institute which was held at Hanford a few days ago was a striking illustration of what the high school teachers can do when they once get into the saddle. The address of welcome, delivered by one of them, was a masterly statement of "what we are here for," which set the pace for the whole meeting. They sat on the front seats and not in the back of the room; they were there for business from the word go; when discussion was in order they talked and talked well, too; they made themselves responsible for introductions, ventilation, quiet, and the personal comfort of all concerned. One comes away from such a county feeling that it is certain to forge forward in every line, for its young people are in the right hands, but I have been in counties where I was sorry for the young men and women who had to get their views of life from

the characterless and provincial high school teachers who put in an appearance at the teachers' gathering.

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A section of the last report of the Commissioner of Labor Statistics bears the title, "Children of the Wage-earner, and Higher Education." The difficulties which wage-earners experience in sending their children to college are well known. It is not generally known that there are more sons and daughters of wage-earners in the University of California, than of farmers, merchants or professional men. When the class of 1904 entered the university 119 were sons and daughters of wage-earners, 99 of farmers, 98 of merchants and 89 of professional men. When this class was graduated 60 of its members were the sons and daughters of wage-earners, 32 of farmers, 47 of merchants and 38 of professional men. Of the 34 students receiving honorable mention for exceptional scholarship 7 came from the homes of merchants, bankers, etc., 4 from the farm, 3 from the professions and 11 from the wage-earners.

**Who Goes
to College?**

Twenty per cent of the intrants, 26 per cent of the graduates, 32 per cent of the honor men, and 3 per cent more than his proportion to population, that is the record of the working man in our State University. It is a showing to be proud of. The State is making no mistake in providing higher education. The educational sentiment of the people is sound. All the people pay for it and all the people share in it. The State University offers instruction of as high a grade as can be found anywhere in the world, at a lower cost to the student than it can be had in almost any other quarter of the globe. It not only does that, it brings the most successful investigators and teachers from different parts of the world together in its Summer School and removes all entrance restrictions in order that any one who may care to do so may attend their classes. It puts the best at the disposal of all, it stands for free-trade in knowledge; it cannot do more.

The echoes of English discussions stirred up by report of the Mosely Commission on education in the United States, are beginning to be heard on this side of the Atlantic. At a meeting at Plymouth the defects of American schools were formulated as (1) the excess of manual training which leads to "that dilution of scholarship which comes from the effort to teach a great many subjects in a limited time"; (2) lack of thoroughness in education; (3) insufficient development of the intellectual powers. The following summary of what England should learn from America was presented: (1) That the utmost should be done in the way of equipment and efficiency for the elementary schools; (2) that secondary schools be thoroughly organized, new schools established where necessary, and existing ones improved and controlled as much as possible; (3) that the passage from the primary to the secondary school be made as easy as possible; (4) improve evening and technical schools; (5) unite teachers of all kinds into one great profession; (6) extend the usefulness of existing universities and provide new ones; (7) encourage inquiry and experiment, and secure the co-operation of other authorities with the school authorities.

**Echoes of
the Mosely
Commission**

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It is impossible to imagine what a train of ills of an educational sort this State escaped by the Governor's refusal to sign Assembly Bill 652. Our standard of qualification for teachers is higher than that of any other State. It has been no easy thing to make it the best which our situation would warrant. That was the work of years. Assembly Bill 652, had it become a law, would have undone much of that work in a single day. From the beginning of schools it has been the higher education which set the pace for, supported, and inspired the lower. Whatever influences have at any time caused the deterioration of higher education have always caused a proportional deterioration of the whole system. Assembly Bill 652

**What We
Escaped**

would have worked incalculable harm to schools of every grade. The specific object of the bill was to authorize County Boards of Education to examine and certificate high school teachers. At present the matter of granting credentials upon which high school certificates may be granted is in the hands of the State Board of Education, which may grant them to graduates of colleges of standing, or to individuals who have taught successfully for a period of not less than twenty months and can show satisfactory evidences of scholarship in the absence of a college diploma. These rules are sufficiently elastic for all purposes; under them the certification of high school teachers is in the hands of a competent administrative body. Members of County Boards of Education have not been selected for this purpose, and to give them this responsibility would have been very much like taking the matter of licensing physicians out of the hands of the State Board of Medical Examiners and delegating it to County Boards composed in large part of laymen. Members of the more progressive County Boards were most persistent in their opposition to the measure. They had already had too much experience in examining prospective teachers on subjects that they themselves knew little or nothing about, before the present law went into operation, to want to try that method again. But while we rejoice that Assembly Bill 652 did not become a law, we are in thorough sympathy with the chief argument which was used in its favor. Not being a college graduate should not exclude any one who is fit to teach from securing a high school certificate. Anyone who thinks he is fit should be given abundant opportunity to prove his fitness. The State Board has not interpreted its duty in a narrow spirit. A plan to hold examinations for such as care to take them is already being considered by it. The plan should be adopted so that anyone who is fit to teach in a high school can have a certificate if he wants it.

Every friend of education in this commonwealth must be bitterly disappointed that an appropriation was not made for a training school for teachers at Berkeley. It is self-evident that teachers cannot be selected from those who cannot teach without it, and that those who can teach cannot be adequately prepared save by its aid. The State Board of Education requires such training, but as there was little prospect of the universities providing it, the Board has recently made a rule to the effect that it may be taken in the normal schools. Thus the unwonted custom of university students being sent elsewhere to complete their education is being established in California. The plan is good as a makeshift, but there are incurable objections to it as a permanent device. It will fail to attract as large a number of students as are needed for the work of teaching; it will put asunder two things which God hath joined together, theory and practice; it will interfere with the work which is already too big for the normal schools, i. e., that of preparing primary and grammar school teachers; it will take the students away from the very men who have spent most time and thought upon proper methods of presenting their subjects, at the time when they most need them, for men are to be found now in almost every department of university work who have made extended studies of the teaching of their specialty. And such thorough students of method in connection with high school subjects are and must continue to be rare in normal schools. For all these reasons and more which might be adduced we must not abandon the hope that the university will one day be able to train its students who wish to teach, as well as it now trains those who want to practice medicine, law, dentistry, pharmacy, veterinary surgery and engineering. Meanwhile credit is due the normal schools for their willingness to undertake to provide the necessary practice teaching for prospective high school teachers. They saw that it had to be provided and as the universities showed no signs of offering it, they provided it. May success attend them in this work.

Everyone knows that our success in teaching the modern languages here in the United States is not very great, chiefly because we are not surrounded with sufficient inducements to learn them. The European countries are so near to each other that they have what may be called a pedagogical necessity for learning each others speech, which we almost entirely lack. Yet the days of American isolation are past and the need for a speaking knowledge of the tongues of our now very close neighbors is growing rapidly among us. In our extremity we might take a leaf from the acts of the Scotch Educational Department, which has made arrangements with the French Government to exchange teachers from Scotch secondary schools for young French teachers, the Scotch teachers to spend one year in French lycées and collèges conducting small conversation groups of five or six pupils in English, and carrying on their own studies in French at the same time. The others to teach French and to study English in the same way. This arrangement will soon give both countries a large number of young men and women who know at least one foreign language rather thoroughly. The plan of the German Emperor to exchange professors regularly with certain American universities will undoubtedly lead to valuable results, but to us it seems that the regular interchange of specially selected secondary teachers to teach and learn the languages would be of even more value.

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Dr. Osler's much-quoted statements as to the age of usefulness have raised the question, when should the teacher be retired? Dr.

**When
Should a
Teacher be
Retired?**

Osler thinks that man's best work is done before forty, and nature superannuates him at sixty. Does this latter figure apply to teachers or is it rather too liberal an allowance of opportunity for them? If Sir Oliver Lodge is right in saying that the teacher must be at his best all the time, and Dr. Osler is right that men cease to be at

their best after forty the conclusion, would seem to be that the teacher should be superannuated at forty. The organizer of higher education, who is perhaps a better authority, used to say that "the mind touches its zeneith at forty-nine." And Longfellow's poem may be invoked to prove that:

Nothing is too late
Till the tired heart shall cease to palpitate,
Cato learned Greek at eighty; Sophocles
Wrote his grand *Œdipus*, and Simonides
Bore off the prize for verse from his compeers
When each had numbered more than four-score years;
And Theophrastus at four-score years and ten
Had but begun his characters of men.
Chaucer of Woodstock, with the nightingales,
At sixty wrote the *Canterbury Tales*;
Goethe at Weimar, toiling to the last,
Completed *Faust* when eighty years were past.
These are, indeed exceptions, but they show
How the gulf stream of our youth may flow
Into the arctic regions of our lives
When little else than life itself survives.

The Child as a Social Problem

BY DR. SAMUEL G. SMITH

I am to speak tonight on the subject of "The Child as a Social Problem." I did not intend to discuss the question of heredity, but there have been so many things said to me privately upon that subject, that I feel it important to say something about it. It is important, too, because it lies at the very heart of this question of "The Child as a Social Problem." If, as a matter of fact, we have a vast mass of young lives that are already doomed and damned, it is well to know it. Of course, that limits our hope, our duty, and our task. If, on the other hand, all this is a terrible blunder, we ought to rid our minds of it.

There are certain sources from which the wide-spread idea has prevailed that people are born into this world mentally and morally fated, and it is that matter that I want to call to your attention. The first is the theological. I speak of that because, while theology is not very popular in these days, it has a tremendous amount of influence, particularly with people who do not go to church. The reason of that is that in the olden times there was more theology in the church than now, and all they know is from the old times, and if there was any bad theology in the old times, that is what sticks to these people who now never go to church. The quotation comes: "He shall visit the sins and iniquities of the father upon the children to the third and fourth generation," and it sounds very much like a knell of doom. Ezekiel repeated that statute. A man wrote me a letter in regard to a particular boy, and he quoted this: "The fathers have eaten sour grapes, and the children's teeth are set on edge." That was the quotation. He was a good man, too, but it was very much like the devil quoting Scripture, because Ezekiel says, "This proverb shall be no more heard among you, but the soul that sinneth, it shall die." That is the doctrine of Ezekiel. In the Pentateuch the doctrine is propounded, in Ezekiel it is repealed and in the New Testament it is ignored. There is not a line in the New Testament that says anything at all in regard to this hateful doctrine of heredity. I say that much for the sake of people who do not go to church.

The next most important source of prevailing prejudice in reference to the doctrine of heredity arises from fiction. It is so picturesque — a recurrent evil, generations by generations; it is beautifully material, it is the right material in hand for a man who has a story to write. The delightful Autocrat of the Breakfast Table never did a worse thing in his life than when he put the doctrine into a book. Those who did not get it from theology

have got it from fiction — absolute fiction, fiction without foundation.

The next source is the idea that has been furnished to us by the physicians. The physicians' is the most enlightened and progressive profession that we have, but there is nothing quite so trying as a certain cock-sureness, a scientific cock-sureness, that affects some members of the profession, which leads one to say with Artemus Ward: "I would rather not know so much, as to know so many things as ain't so." We used to be told — and this is one of the most favorite bits of stock in trade of the temperance lecturer — that drunkenness is hereditary. It is well known in the medical profession that nobody inherits an appetite for drink. It is also equally well known that every unstable, nervous organization that comes into the world, from whatever reason it is unstable, is liable to drunkenness. It used to be said by the physicians that insanity was handed down from generation to generation, but now we understand perfectly that insanity is never handed down from generation to generation, but that an unstable nervous organization, from whatever cause, may become insane. As a matter of fact, there are more persons who are insane through a tuberculosis ancestry than through any other cause. Tuberculosis is the parent of insanity and the parent of this nervous instability. And then it is supposed in addition that tuberculosis itself is hereditary — or, at least, it used to be supposed so. It is now perfectly understood by the medical profession, and every one who had studied the question, that tuberculosis is not handed down from generation to generation, but is a contagious disease. So, I say these are the three strong points — drunkenness, insanity and consumption. But if these were all true in the old sense, it would not at all affect the problem of mental and moral heredity.

A lady came to me today and asked me if I ever heard of the tribe Ishmael, and whether I ever heard of Oscar McCullough. He was one of the finest souls this country ever produced. He was the pastor of a little church and he wrote on the tribe of Ishmael. There is another tribe called the Jukes. Those two tribes did the mischief. You will be asked by some people, "Did you never hear of the tribe of Jukes — that very bad criminal family that cost New York one million seven hundred and fifty thousand dollars? Didn't you ever hear of the tribe of Ishmael with the many, many paupers among them?" Yes, I have heard of all those things. The little Jukes were born into the arms of the big Jukes and they had to live with them; they were educated by them, they were trained by them and contaminated by them. Let me give you the largest illustration on this social question that there is. About fifty years ago a glorious man in New York City, Charles Loring Brace, thought that the children of the slums ought to be gotten

out of New York and sent to homes in the West. That was fifty years ago. The children were sent out at the rate of about one thousand a year. They were scattered all through the States of the Middle West, commencing in Ohio and Indiana and by and by getting out as far as Kansas and Nebraska. During the fifty years' time they sent at the rate of one thousand a year and scattered over this wide territory fifty thousand children. That is a tremendous opportunity for investigation. Those children were not followed up. They were sent out in groups of from twenty to forty, and they were the children of scoundrels, thieves and harlots — all sorts of people; the children of the slums in the darkest form, and with the most damning fact of heredity possible. What was the final outcome of this? Though they were not followed up, though they were all of them adopted into homes, and though some of those homes, of course, were not the best homes, yet notwithstanding that, the fifty thousand children scattered through fifty years, averaged just as well as the other children of those communities. Some of them became judges, some of them Governors of the State, some of them clergymen, some of them professors in colleges — all places of dignity, responsibility and honor — and no man can say that the trail of the slum was on any community where these children were taken. Does that amount to anything?

In our State school in Minnesota — a school for dependent children — there was an investigation made just a little while ago, because they knew the homes from which these children came. Some of them were from homes of poor people, and some of them were from homes of bad people. They investigated the children who came of good parentage. The children who came from good parentage morally, were followed up. They had agencies there for the purpose of following up the children to find out how they came out. And they found of the children who came from good parentage, that eighty-three per cent. turned out well, although they came from poor homes. Then they investigated the career and records of those children who came from bad parents, the vicious, prostitutes, the man who was in State's prison — they investigated all those children, and truly enough, without any theory to serve — and I assure you I had nothing to do with the investigation — just eighty-three per cent. of the bad people's children turned out all right. Does that mean anything? It is curious that it was just eighty-three per cent. Is it not about time we commenced to look at this thing as it is?

The biological argument is one of the most fascinating. The theories of Weismann have been very widely circulated among scholars, and they show that no acquired trait of any kind is ever transmitted to the next generation. That is the general doctrine that is worked out with a very great breadth of illustration. The

child is born into the world with less heredity than any other animal. An insect is born into the world grown up and ready for business. It has but little time to live and it has to go right at it. It has all the habits of its father and mother. A young monkey is born into the world and it soon has to take care of itself. It can climb a tree in three or four days. Of what earthly use is a baby three or four days old? Nothing in the world except to look at. The baby has the longest, and from the point of view of the biologist, the saddest infancy that comes into the planet. Why is that? It is because the child is plastic; because it is waiting to be impressed; because it is to be impressed, not by the physical hand, but by the hand of the soul, divinely impressed with thoughts; with sympathies, with emotions, with ideas, with responsibilities, with hopes. That is the meaning of this plastic condition of the baby.

There is one other fact that I must refer to, and that is the great amount of mischief that has been done by an Italian gentleman by the name of Lombroso. Lombroso has found out that you can pick out a criminal by looking at him and measuring him. If he has an ear that turns to the front on one side and back on the other, watch him; if he has a nose a little out of plumb, watch him twice; if he has a head a little lop-sided, watch him again; if he has all these things and a droop in the shoulder, lock him up. That, in general, is the idea of Lombroso. We are born criminals. If we are to be criminals at all, you can tell it by the physical aspect; abnormalities in the body mean abnormalities in the character that you cannot escape. A left-handed man is in great danger of going wrong, and a left-handed woman is almost certain to go wrong, and that statistics prove all this sort of thing. There is scarcely any one who has affected the average materialist quite as much as Lombroso, and if he thinks he is a leading citizen and has got hold of Lombroso he goes around looking wise and the mischief is to pay with all our problems.

Four years ago I took up the problem of Lombroso. I sent over to the warden of our penitentiary, who has in his charge between five hundred and six hundred prisoners, and said to him: "I want you to send me photographs of a dozen typical criminals, representing the different classes of crime, and the most characteristic and typical of each class, then give me the Bertillion measurements, give me all the marks and the particular characteristics that each one of these twelve has." He sent me the photographs. I then selected a committee; one gentleman of the committee was a railroad president of very wide experience; another was one of the most acute lawyers I know; another was a professor of philosophy and psychology in a leading university, and another was a physician. I picked these men out because they represented the

different sides of human life and human experience. I exhibited the photographs to them and then put the question: "What did these men do — what do you think this criminal did; what do you think that criminal did? There was not a man on that committee that struck it right. Another curious thing about it was, that of all the typical criminals, there was not one of them that had Lombroso's marks, and I looked over my committee, and out of my committee there were two of them that ought to have been in jail. I wrote to the editor of the *Popular Science Monthly*, a magazine which had published a lot of Lombroso's stuff, and told him that I had been making a little investigation, and had written up the notes of the investigation, and I would like to send them on to be published in the magazine. The editor wrote back a courteous note and said that he had published so much on the Lombroso theory that he was afraid he could not use my manuscript. I did not tell him which side I took on the subject. However, that did not settle the matter, because I sat down promptly and wrote: "My dear Doctor: I have received your letter declining my manuscript, and I am sure you are mistaken. I know if you will read it you will want to use it." I sent on the manuscript and the photographs. They arrived at the editor's office and were published. Neither Lombroso, nor any one else, ever replied to my convincing article.

Why have I said this much on heredity? It is because it goes to the heart of the child problem and to every other problem with which we have to deal. Out of it come two great facts. The first fact we need to recover is the fact of personal responsibility. That is the first thing we need to recover. We need to recover it in society everywhere. What is the meaning of this vast crop of crime and suicide; this breaking up of homes; this dissolution, moral and spiritual, which teems in our newspapers and which pollutes society? It is nothing other than the logical, necessary outcome of the doctrine that the individual is born to a fate and is not responsible; that we are simply animals fated to live our little course and die, and that is the end of us. What we need to recover is the doctrine of personal responsibility, the appeal to that divineness in every man and every woman which says you can, and, therefore, you ought.

What would you think of a physician, in these days of what is known among the doctors as therapeutic suggestion — some of you know what that means, and doctors all do, that you can suggest to the mind certain things and thereby help the patient — being called in to see a patient having something the matter with the nervous system; as, for instance, that he cannot walk, cannot move his legs; what would you think of his standing over the patient, looking at him in commiseration and saying, "Well, you poor fellow, you cannot walk; I am afraid you never will walk, your legs are in

such a terrible condition; nobody in such a condition ought to be expected to walk." After three or four such visits as that the patient could not walk. Then what would happen to the physician? The relatives would sue that rascal for malpractice and get damages. And you and I, who know that the body, in the mere matter of therapeutic suggestion, has the right to cheerfulness, to sanity, to inspiration, to courage, we all wring our hands over a child that has gone astray and say, "Poor little devil, nothing else could be expected; you had a bad father; you had a bad mother; nothing could ever be expected but this, and we weep over him and then consign him to present damnation, no matter what we may think about the doctrine of future damnation.

The doctrine of personal responsibility! Do you know what happened, according to Lecky? I am not talking about Christianity from any point of view, about theology, or church, or pulpit. Let us not imagine we are in church at all; let us imagine we are in a hall. Lecky, in his *History of European Morals*, says, that as a result of the preaching of Christianity through Europe suicide was absolutely blotted out. When you reflect that Christianity was born into the European world at a time when Latin culture was everywhere dominant, at a time when suicide was not only permitted, but glorified by the very best people in the Roman Empire, and that this was eradicated simply by the preaching of the divineness of mind, the fact that the body is the temple of the Holy Ghost—consider that for a moment, and then ask yourselves why suicides multiply in our time and why these troubles have come upon us. That matter Mr. Lecky does not discuss.

The next matter I desire to speak of is "Social Responsibility," and that is what I want to impress upon you tonight. What is this thing we call society? What do we mean by it? There are two things that make up society: one is social forms, such as we ordinarily call institutions, and the other is the contents of what we may call the social mind; that is, the ideas, the traditions, the beliefs that are held in common by a community, and that make up the social mind coming down generation to generation. The social forms are those institutions through which people express the social mind, such as the family, the Church, the State, and so on. Those two elements make up what we call society.

What is the work we have to do with the child? What is the child problem? The child problem is to put the child into proper social forms, and to impress upon the child the contents of the social mind; that is the child problem. This may seem a little technical to some of you, but think it over. The child has to become a social being; he has to be socialized. What are the forces by which this work is carried on? The primary force is the family. The family receives the child. It has its elements of authority, of

order, of obedience, of sympathy, of cheer, of mutual help. These are the contents of the social mind as they express themselves through the home. Then we have the State. Then we have literature. Then we have business. These are the chief organs through which the social spirit works to impress the social thought, the social emotion, upon the child. In every case where this work has been successful the child grows up to be a normal man or woman. What is it in the child, on the other hand, that makes these things possible? It is the capacity that the individual has for imitation, a capacity that is essentially human; that is the socializing thing.

The doctrine of imitation has been worked out by Mr. Tarde, a Frenchman, in a book on that subject. I simply allude to it, because that is all the time I can give it in passing. We have these fundamental principles. It was the primary doctrine that the father had the right to feed the child, to starve the child, to work the child or let him play, to keep him alive or kill him. He had absolute power over the child. Do you know, there are a lot of people who still think that the family is supreme over the child. The modern doctrine is that the State is surpeme over the family, that the family is an organ for the State for certain purposes; and if the family does not do that work the family loses its right. You know the old doctrine that every man's home is his castle, if it be only a cottage. That is modified by modern jurisprudence, because no castle, or cottage, has the right to be in rebellion against the State, and consequently the State has the absolute right to make social standing for this social mind and to say to the family: "Your children must live in a certain degree of comfort; your child must reach a certain degree of education; your child must reach a certain standard of conduct: and if it does not do it the State will intervene. That is the supreme doctrine of our modern jurisprudence, and it has found its way into the statutes of every enlightened State. So that there is a sense in which the State has charge of all the children, and this is emphasized, of course, in our doctrine of public school education. And while I am speaking of public school education I want to speak of a vital relation of the child problem to the public schools, and a vital duty that society owes to the child in the public schools.

My friends, it is not enough to provide courses of study and good buildings and good teachers, and send the children in there and say, "Here are your books, also your teachers; get yourselves educated." That is not enough. There is this fundamental duty I want to speak of; it is the duty of the State to see that each child has the kind of education for which he is fitted in mind and in body. How can that be arrived at? It can only be arrived at roughly. It cannot be arrived at perfectly. The teacher is supposed

to know what the mind of the child will be able to endure, but only the physician is able to know what the body of the child is able to endure. Who can paint the miseries of little children in thousands of cases because some wise doctor has not been called in to examine the children's eyes? How many and many a child has been branded as stupid that was simply a little deaf? How many and many a child has been reared in a way to send it by and by, when grown up, into an insane asylum, because it was nervously unstable and nobody knew it? Mother was so proud of this bright, precocious, unbalanced bundle of nerves! The teacher was so delighted that she had one pupil that was not stupid! It was such a pleasure to cram that little soul with undigestible mental material; and by and by, when it comes to the age of puberty, it breaks, it goes on staggering through a few years and ends up in an insane asylum. Insanity is one of the most preventable of all the calamities that affects us. It is simply a matter of organization and stress; that is all. The organization should be found out when the child is first being trained. If the child has an unstable, nervous organization it must not be a professional man, it must not get into the fierce competition of business, no matter what the desire or opportunity may be. There must be gardening; there must be farming; there must be some of the lighter occupations of life. In many cases girls ought to be told they should never marry. Many and many a girl, if she were told by a wise physician she should never marry, would not only have lived a useful, healthful, beautiful life, but would have spared society the burden of ill-born children. My friends, one of the wickedest sneers that is ever uttered is the sneer at the unmarried woman. There ought to be more unmarried women than there are. Now, do not misunderstand me. I do not mean that the normal, average woman ought not to marry. She ought to marry. It is her duty to marry. I mean every organization that is nervously unstable, or that is tubercular, or that is sufficiently feeble to destroy capacity for normal maternity or paternity, ought to be kept out of the ranks of matrimony.

The children of the State, in addition to the general doctrine of the duty of the State, are in the first place, waifs—those who are abandoned or neglected; in the next place, there are those who are abused, and then there are the vicious children, those who cannot be controlled in the home; and in the last place there are defective children who have to be cared for by the State, if properly cared for at all. These are the four classes of children that are properly the wards of the State—the waif, the neglected, the delinquent and the defective. How shall these children be cared for?

It is a fundamental doctrine that whatever may be done well by private agencies ought not to be undertaken by public agencies. That is true in business and I think it is still more true in matters

of charity. Whatever may be done by private agency will usually be done well and with more oversight and with more thoroughness than by the State; consequently in the working out of these problems State effort should be reduced to the lowest possible terms.

Let me say a few plain things about you folks here in California, and about what you do with your waifs and your abandoned children. I was told by some of my good friends in the Associated Charities who are very conservative, that I must be very careful what I said to a San Francisco audience upon the grave question of the care of the dependent child; that you are a peculiar people and you have peculiar notions, and hence you must be handled very gently and very tenderly. Having been thus warned by my friends I will naturally be very discreet and circumspect, but I must say to you in the first place, that California has a bad eminence in the minds of charity workers throughout the United States. They come out here, too, but they do not say anything. I remember Dr. Hart, who was here at the first Conference. After he returned home I had a conversation with him and he said to me: "I was out in California, and I had a beautiful time. "I said, "Yes, is that so?" I asked him, "What is the most striking thing in California?" He said, "Their child problem." He further said, "Do you know that they have upwards of six thousand children in their institutions out there?" I said, "Oh, yes, I know that. What did you say to them about it?" He said, "Heavens, nobody dare say anything; no visitor dare say anything. I did not say a word." But he thought a whole lot.

Now, perhaps, I am not thinking as much as Dr. Hart, but I am going to say more. Of course, I naturally would be a little prejudiced. You cannot expect me to do the fair thing by you, and I want to make that admission to start with. I come from a State that has, perhaps, twice the population of the State of California, and we have, under the charge of the State, about two hundred and forty dependent children, and it costs us about forty thousand dollars a year. You have somewhere between six thousand and eight thousand children — eight thousand was stated this morning. It was seventy-one hundred and something in 1900; those are my last exact statistics. Of course, if you had the same population that we had you would have fifteen thousand children as against our two hundred and forty, and it costs you, I am told, nine hundred and fifty thousand dollars as against our forty thousand dollars. I am in no position to talk to you on the question, am I, unless it be true that we have a lot of children crying for bread in Minnesota and that we do not take care of our children and that you do take care of yours? If that is true, of course, the proposition would present a different aspect. When I was in Russia two years ago I was invited to see the most notable institution that they had in Moscow. It

was a children's home and orphan asylum in which they had ten thousand children, many of them illegitimate. Russia is worse than California. The doctrine in regard to charity is this: that you can have as many tramps in a community as you are willing to feed and house, and if you feed and house them well the number will increase rapidly, until the people who are feeding them and housing them are in the minority. The English Poor law was revised in the thirties simply because they had so many paupers that the people who were willing to work could not any longer support the paupers.

Within certain limits you can have just as many babies and children in your institutions in California as you are willing to take care of. Do you people know that whole families move out to California, not because of your climate, or because you are at the Golden Gate, or because you are going to have the Oriental trade, or because you are a great and glorious people, but because you have orphanages in which they can put their children and get rid of them? California has the reputation of being a fine place for two things: for tramps, and for babies that fathers and mothers do not want to take care of. You know in all this I may be wrong, but I can trust you to make deductions and make the thing right, and as I am to be here but a little while — if I am left alive I shall go away tomorrow and probably never come back — I am going to tell you just how these things are looked at by folks outside of California who come here and are polite and courteous and discreet and then go away. I may not be very courteous. I know I am indiscreet; and I am going away, too.

The proper place for a child, for a baby, is a woman's arms. And no woman's arms are big enough to hold more than, say, half a dozen babies at a time, unless they are her own babies. There never was the matron of any institution — I do not care how well it was conducted, or how finely it was organized, or how well she was paid — divine enough to furnish the motherhood needed by forty children. It is impossible. One reason why children are often abused when they are adopted — and they are sometimes abused and overworked — is that they are not adopted early enough. It is the helpless baby that gets its fingers into its mother's heart-strings. I know you have noticed the conduct of your own boys between the ages of ten and fourteen. I know that you often felt like sending them to the reform school. I also know that you can only stand your own boys when they are between ten and fourteen years old simply because you knew them earlier, when they were better. I believe in the doctrine that there is a childless home for every homeless child, and I believe that the business of those who are charitably disposed toward the child problem is to get that homeless child into that childless home. I do not say that the institution does not have its place and its work. There are some children who

must go to institutions because they are not ready for good homes; they have been spoiled in bad homes.

The child must be trained in an institution. The institution will bring, in a rough way, the idea of law and obedience for a spoiled child, and after he has been braced up and trained for a year or two and taught, then he should be sent out. That has been found to be a very excellent plan. Some children cannot go from a bad home to a good home. That is true of children born of vicious parents. I do not say you shall not spend one million dollars of money on the child problem. I do insist, however, that if you have that much money one of the first things you ought to do is to build a State school for dependent children on the cottage plan; a school owned by the State, managed by the State, and in which the interest of each individual shall be subordinated to the good of that child; an institution controlled by no sect, and in which the State shall do its work.

Another thing that I insist upon is that if a child has to be supported by State money it is fundamental that by that fact he becomes a ward of the State. When the children go to these institutions and are supported by the State they should become wards of the State, and the State should decide whether they should be sent back to their own parents or to some other home. This idea, out in California, that a good philosophical friend can go to a family in reduced circumstances and say, "There is a good home here, with your own kind of religion, where your boy can learn his catechism and be up in everything; you will be relieved of all responsibility, and when he is grown up he will come back to you and take care of you." That is the sort of thing that happens. It is the sort of thing that ought not to happen, not alone for the sake of the child, but we ought once in a while to think of the parents. Every father and mother that have normal health have a divine right to have the burden of their own children economically and socially and emotionally put upon their own hearts, that they themselves may grow more toward a divine fatherhood as they carry that load and discharge that responsibility. I know you will not do the things I am talking about; I have no idea of that; and now let us stop talking theory and talk practice.

It would be impossible and it would be unwise to try to revolutionize the policy of California in forty-eight hours. What I have said to you is so. You ought not to have had these institutions at all, but you have them and it cannot be helped. You in this audience are what you are; the rest of California is a great deal worse than you are. We have therefore to ask, what can be done under the circumstances?

In the first place, you can commence to investigate the condition of the children who go into these institutions. You can insist that

no child shall go into any institution unless by a properly constituted and recognized authority he is certified as actually a dependent child whose own relatives cannot care for him; and no child should go without thorough, independent investigation. You have an easy way to manage that, that is to say, there should be no State funds unless the child has that certificate, and he will not get in unless there are State funds.

In the next place, you should have a child-placing agency taking the problem at the other end, considering how and when to take them out of the institutions, and doing its best to find homes to put them in. You have organized here in the Associated Charities of San Francisco such a children's agency. It is the most helpful thing that I know of in regard to this child problem. I want to speak of the Children's Agency. Slips concerning it have been placed in your seats and I want you to take them home and read them. I want you to stand by the Children's Agency. It is the first ray of light in a dark sky on this problem. The institutions in California are big enough. Does anybody propose, because of a growing town, that they must have an orphanage too? Send word to them, "Don't, we have enough." If anybody who is running an orphanage wants to build a wing on, say to that person, "Don't do it." Make them smaller but not larger. You have all the children's institutions you will ever need, even if you have twenty millions of people in the State of California. That is all I ask you to do. I ask you to investigate the children who come in, to see that they are placed out as soon as possible, to investigate them after they are out, see what kinds of homes they go to, and send your agents to examine the homes. Do that and do not multiply your problem.

One or two other things, and I am done: I want to speak of the elevation of the home itself as one of the problems that enters into this question. Will the agencies elevate the home? Do you know that anything that elevates the child elevates the home? You have a fine fame here in San Francisco for your early and splendid work in the kindergarten. The beneficence that established the early kindergarten in San Francisco thrilled the nation because of what was so nobly done in this regard. The child comes out of the disorderly home and the kindergarten takes that child and gives it devotion and sympathy and sends it home laden with them. You say it will be rubbed off. Yes, it will, but the hand that rubs it off will have left upon it some trace of that good. The child that goes to the kindergarten helps the mother at home. We think we are training the children, but no man was ever really brought up unless he had children that trained him; that finishes the education. You owe more, after all, to your children than you do to your father or mother. They train you at last. They teach you self-control; they

teach you manhood; they teach you sympathy; they teach you unselfishness. And so the organization of kindergarten work suggests the organization of the industrial school work — I mean the industrial school where the children are taught the art of cooking, setting the table, and so on. I went into a poor home down on the flats in St. Paul, and the mother, in the course of our conversation, said, "I do not know whether I can send our little girl to your industrial school any more or not." I said, "Well, what is the matter with Maggie?" The mother complained that everything she did Maggie told her she did wrong, and that she could not do anything the way she was in the habit of doing it; it must be done in the way it is done at her school.

Out of these industrial schools are sent emissaries with a new and better life into every one of these homes, and they elevate the home. Great lessons are taught in this way, because society is psychical, it is spiritual. I went into another shanty in the same neighborhood, and I met a girl indeed in years, but a mother. She said, "Don't you know me? I was trained in your industrial school." I said, "I do not remember you just now." She said, "Yes, I was, and I have been married two years." I said, "What church do you go to?" She said, "I go to the Catholic church." I said, "That is all right." She said, "I will never forget what I learned in your industrial school." There was a little piece of cheap lace at the window and a little flower-pot on the shelf, and everything was beautifully clean. In the corner there was a cradle; the cradle was made of boards, and that was clean, too. She was clean, and she had order and light and heaven in the shanty. The next shanty was like a pig-sty.

It is not the material, it is the inspired, developed, uplifted soul that makes life beautiful and noble.

And let me tell you finally, we must not alone seek to elevate the home, but we must seek to elevate society. If I had time there are a lot of things I would like to say about that, but I can say only just a word. Have you wondered why there are so many little rascals on the street; why we have so many juvenile delinquents and so much trouble everywhere; why the problems come to Judge Lindsey in Denver and your noble judge here in the Juvenile Court in San Francisco? I will tell you that there are little rascals in the street because there are too many big rascals in the stores and offices. As sure as you live it is on account of your speculations, your greed for gain, your atmosphere that money is the chief good of life, your despising honorable methods of legitimate gain, your corruption of the sources of character, the poisoning of your newspapers, the debauchery of your public conscience, and lowering the tone of your commercial life. These are the things you have done, not here

alone but throughout the nation. These are the seeds sown that reap a horrible harvest of juvenile delinquents.

The question is asked again and again, Why is it the normal age of suicide is going down, and why is it that the very children are committing suicide; why is it that they are committing crime, even murder, when little children used to have beautiful and innocent thoughts at those years? I will tell you why. The time was when the fathers and mothers had homes. The time was when the fathers and mothers glorified those homes with a beautiful life, when they had time to give to their children for their elevation, their expansion in all that makes life harmonious and the soul of man gracious. When fathers and mothers, when the business man, when the politicians, when the newspapers shall believe that truth is better than falsehood, that poverty is better than dishonest gain, that there can be no honor that is not honestly and nobly won, then we shall have a society in which childhood will at last have its chance. And this, my friends, is the problem. The problem is not with your drunkard, it is not with the alms-house, it is not with the hardened criminal, it is not with the insane for whom, in many cases, there is no hope; it is not with the feeble-minded. The problem is not there. We are having the problem tonight. It is not in the degenerate. It is not in the small percentage of physical or moral imbeciles, and there are such. It is in the great normal, pulsing heart of humanity. And now, as in the olden times, the Master is still among us, and he sets a little child in your midst and says to you, "That is your problem, and of such is the Kingdom of Heaven."

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English in the High School

Almost every teacher of English in the high school, and every university professor who has had a share in framing the course in English for the high school, owes a visit either to the oracle or to the confessional: to the oracle, if he does not yet realize that he has sinned; to the confessional, if his sins have already become clamorous within him. For the evil of our work is not merely in the petty and occasional devices which we employ, but may be traced downward and inward to fundamental conceptions, and there are few indeed of us who are righteous.

The essential errors may be approached through a few of its external phenomena.

1. In our endeavor to inspire and promote a love for good literature in our pupils, we have used means which have tended to pro-

duce indifference and disgust. The time worn plea of "good intentions" will not save us, for if we had ever, in imagination, seriously changed places with our pupils, we should have realized immediately how poorly our means were adapted to our objects.

2. We have persisted in attempting to develop an appreciation of "style," and thus have partially nullified the mental and spiritual quickening, which should be the effect of introducing young, and eager, and aspiring minds to a profound thought or noble emotion.

3. We have been more desirous that authors and works — selected with only subordinate reference to the pupils — should be "chewed and digested," than that the boys and girls who are sent to us should be educated.

4. We have tried to fix upon young people whose lives are to be spent in the wonderful twentieth century a formal allegiance to antiquity, such as would make them distrust the worth of the intellectual or moral development of their own age.

5. In the teaching of what we are pleased to call "English Composition," we have placed untimely obstacles in the sufficiently difficulty path to adequate self-expression. Just at the time when the native impulses of our boys and girls are leading them to widen their acquaintance with ideas and relations and to develop their own mental processes, their own vital comprehension of the content of life, we have surrounded them with the intricacies and refinements of language as a *mechanism* of expression. We have thus discouraged spontaneity and placed the premium upon dead correctness.

6. We have prescribed and used devices for supplementing scanty vocabularies; we have given exercises in sentence and paragraph building; we have required pupils to "reproduce" the ideas of others, in order that they might some day express their own ideas more appropriately: when the conditions demanded the fostering of original mental activity such as would seek and find adequate means of expression.

These and many other errors are but outward effects of the fundamental misconception, which may be presented as follows:

We have treated language as a tool; literature as providing illustrations of the skilful use of a tool; composition as preliminary exercise in the handling of a tool. A little careful consideration will expose the fallacy in this analogy. Essentially language is not the tool but the *embodiment* of thought — the form in which thought becomes visible or audible. Good literature is simply the adequate embodiment of worthy thought; and as for composition — the only

real exercise in composition is an exercise in constructive thinking, which may or may not communicate itself.

We have made so many mistakes because our attitude toward the subject is unscientific. We cannot help a boy to the mastery of his vernacular by the methods which we would use in teaching him algebra.

I would not belittle the great service which the university has contributed in organizing the curriculum and stimulating the activity of the high school. But, after all, the influence of the university should be of an entirely disinterested sort. The importance of the high school is not bounded by its relation to the university. To consider the work of the high school as mainly preparatory is less logical than to consider that of the university as mainly supplementary; and there is an absurd injustice in a situation which allows the high school little or no voice in defining its own entrance or graduation requirements, and yet expects it to fill in the indefinite and varying gap between grammar school and university in the arbitrarily fixed period of four years. No other subject suffers so much from the present arrangement as English. The university authorities who are responsible for the requirements may insist that they do not ignore the needs and capacities of high school pupils; but granting all that is possible we must yet point out that the adaptation is in the wrong direction. They can scarcely maintain that their comprehension of high school problems is more practical than that which may fairly be expected of high school teachers; and yet the amount of discretion allowed in the published requirements is significantly small.

What is there in literature, after all, to justify us in giving it a place in the crowded curriculum of the high school? Whatever the rhetoricians or the worshipers of "style" may say, it must be universally and eternally true that in every expression *matter* is the essential, form and "style" are the incidents. To say that an idea must be expressed clearly and appropriately is not to rate the form above the idea itself in importance; it is merely to insist that nothing extraneous in the expression may interfere with the communication of the idea. The best that can be said of any man's language is that it is adequate. Writers that have given adequate expression to worthy matter have, without being stylists themselves, become models of style for less spontaneous generations. In "style," to be sure, we include also the personal note of the writer, the outward manifestation of his individual way of conceiving ideas. While a mature and trained mind may derive benefit and no evil from the study of this phenomenon, there is no excuse for such sophistication in the high school. Infinite practice in the comprehension of

ideas, should be the sole object in placing literature, or indeed any other subject, before our pupils.

The justification for including classics in the course of study lies not in any consideration of language or style, but in the fact that the content of the classics has been tested by generations of our forefathers, and, if the race has not erred, provides the best available touch-stones for high thought or deep and true feeling. It is this content that makes the Bible, or Homer, or Shakespeare, or Milton, a heritage into which every youth should enter before his energies of mind and spirit have become fettered by the habit of dealing with trivialities.

This does not imply that a pupil should be kept at work on a classic until he has comprehended all its content. In the lexicon of the student or teacher of literature there should be no such word as "thorough." The works from which we get the most satisfaction are those which at every reading reveal something new. A work of literature is entitled to be called a "classic" only when it has been drawn from an experience or an appreciation of life, so wide and profound that a reader can comprehend it only in proportion to the similar widening and deepening of his own life. At the same time, the classic, if it is to be used in the education of the young must provide stimulus and nourishment for the intellectual or emotional life of the young. That many of our classics meet this requirement is a reason for congratulation. But we must select accordingly, and in our teaching give heed to the education of the pupil rather than to the impossible task of "doing justice" to the classic. It seems obvious that the study of grammar or etymology of the language for themselves, or in general, the analysis of what may be called the mechanism of expression, must impede the desired action of the content of a piece of literature upon the mind of the young student. Rhetoric and grammar belong to that age in a man,—as in a race,—when, having gained a working mastery of language as an embodiment of thought, he may, if he chooses, turn to the scientific study of language itself as a phenomenon.

Valuable as the classics are for high quality of content, they should not monopolize a course in English. Current literature is entitled to an equal share of the time and energy of the pupils. Short stories, novels, essays, and poems, should be read,—a great many of them. Again the content is the essential. The pupil is to become familiar with the inner life, and with the vocabulary of his own time; his own inner life is to set to work upon the material about him, and is to express itself in terms that will be intelligible to the men of his own generation.

But it is in the teaching of composition that the emphasis upon form has its most deplorable effect. The purpose is to give the

pupil practice in the use of language and at the same time to lead him through an initiatory experience in the joy of accurate and appropriate self-expression. The general effect of the exercises is to discourage all enterprise and therefore to obstruct development in self-expression. Were it not for other factors in education, the inevitable effect of a systematic attempt to train the child in the use of language as a tool would be the death of all spontaneity in utterance. Whatever literary ability may be discernible in a graduate of the high school, has survived or developed in spite of his formal "composition" work, and as a result of the mental or emotional stimulus which has come to him from other fields of study, or from the multiplying experiences of life.

What a tedious volume might be written to expose the fallacies which have developed our courses in English composition. More tedious, possibly, than any of the myriad texts on the subject which compete for the approval of the teachers. In this article I can only discuss a little more fully what I have already suggested as the fundamental error — the assumption that since language is a tool (this premise being passed over as a truism) a great deal of preliminary manipulation during the opportune period of childhood will be found advantageous in later life. "The only way to learn to write is by writing." "The only way to learn to speak is by speaking," are common maxims. They are indisputable when applied to the manual strength or skill involved in handling a pen, or to the adjustment of the vocal organs for the utterance of words. To the purely mental or emotional exercise of "composition" they have no application whatever.

One learns to think by thinking, and to express his thoughts by expressing his thought; but the emphasis here is upon "thought." It is safe to say that the man whose mind has become regulated by much practice in thinking will have very little difficulty in embodying his thought in language on occasion, while no amount of exercise with language as a mechanism will develop his power to think constructively. The man who can marshal his ideas in effective companies, regiments, and armies, is a master of composition, though he may never have written a word in obtaining that mastery.

That mental activity is the preliminary essential for training in composition cannot be too strongly emphasized. Education should stimulate, regulate, and refine this mental activity. The school-boy's mind should teem with ideas,—new ones crowding upon the old,—all modifying, verifying, absorbing, or replacing, each other. The teacher who does most to promote this process, whether his subject be science, history, mathematics, or English is the best teacher of composition. The teacher who asks for paraphrases, or "reproduction" of the ideas of others for the sake of exercise in the use of language does least of all. Is a boy's vocabulary too narrow?

Exercise with words will be futile; exercise with ideas for the sake of words will be little better. He must grapple with ideas for their own values. Words are all about him — on the street, in his books, everywhere, ready to come into his service as soon as he has actual work for them to do. Are his sentences weak, pointless, verbose, ambiguous? Get his mind to acting upon *things*. With the work of others before him, embodied in written or spoken language; with his mind curious, alert, and imitative; with countless occasions for communicating his thought, orally or in writing: it will be strange if his mastery of self-expression does not keep pace with his general development. No man has ever given forth a noble embodiment of thought or emotion, by virtue of preliminary practice with words, sentences, and paragraphs. Always the mind working with energy and persistence upon a world of material has mastered or made for itself a language.

IRVING E. OUTCALT.

* * *

Some Next Things in School Improvement. Topics for Thought

In the original (and really ideal) school, all work by the master was with the individual pupils. The next step in school progress was the arrangement into classes. This was followed by a further forward movement in the grading system under which a teacher taught one grade in all subjects. Is it time for a further change?

The greatest danger of a system too well graded seems to lie in the fact that the makers of our school courses are prone to presume that all children should go over the same ground in the same time, and that they all should study the very same subjects throughout the grades.

Those of us who have been in active service for many years realize that this is impossible as the abilities and the attainments of all the pupils that enter any grade at the same time are vastly different. In trying to fit them into our plan we are apt to overcrowd the slow boy until he becomes discouraged and drops out of the ranks; on the other hand the boy with more than average ability is apt to waste time, acquire habits of indolence and indifference and in time lose the power of application.

The constant tendency to introduce new subjects into our school curriculum leads us to wonder what the makers of such can be thinking of. Think of ninth grade pupils being expected to prepare for fifteen or seventeen examinations for graduation! To do this

they must pursue six or eight studies at a time for half a year only. Is it any wonder that they go out of our classes without a definite knowledge of any one line of work? No pupil can carry satisfactorily such a large number and be expected to master them in such a short time. No high school or college student is expected to carry more than four studies at once and here we are crowding twice that amount upon our boys and girls during a period of their lives when they cannot master work as well as later.

Is it any wonder that interest in school is lost under such high pressure as this? Again I think that a great cause of this loss of interest lies in the fact that we are presenting the same subjects throughout all the grades in the same manner. Unless the teacher can present history and arithmetic and geography to her ninth grade class from a different view point from that which she gave them in the sixth she will continue to lose the children as they pass upward through the grades.

Out of the high school pupils who fail because of inability to keep up in their work, fifty-two per cent. belong to the first year. Either there is a lack of continuity between the schools, the grammar pupils are not properly prepared, or the work required of first year high school students is too heavy. I am inclined to think that all of these may be given as reasons, but I do not purpose to discuss any but the second.

No teacher can teach all the required studies equally well. Especially is this true in the upper grades. As a result each of us is apt to place more stress upon that subject which we can best handle and to neglect those we feel that we cannot teach well. To bear me out, I call attention to the many neglected lines that are now upon our several courses, such as music, drawing, nature study, etc. The result of such a condition is that we have pupils who are weak along certain lines.

Again, owing to our present inefficient mode of employing and retaining teachers, to the poor and meager salary attached to our calling, teachers too often promote pupils who are not able to do more advanced work. Such pupils at last reach a point where they can do nothing whatever and drop out of the ranks.

In the face of all these failings of our present grade system, I am lead to two conclusions. First that we should begin about our eighth grade (in our section we usually have nine grades) to allow the children to elect certain subjects, say two, or even one out of four. Continue this in the ninth grade making two courses, one leading toward the high school proper and the other toward the activities of life or a commercial course in an advanced school. This can be done, I feel sure, with good results, and the work will be more agreeable to the children, they will not be hurried over the work,

will acquire better habits of study and will make better records in the upper schools. I am convinced that this is one of the next things that our educators should consider and that it is worthy of earnest thought and of a fair test in our schools.

My second conclusion is, that we are about ready for departmental teaching in the upper grades of our larger grammar schools. I know there are many reasons that may be advanced in opposition to the system but feel that it will be an improvement over the present. It is believed by some that more energy will be wasted by pupils and teachers but I cannot agree with them. It is true that we must have trained teachers to make the plan a success. We must have good supervision, good government, and differently planned schools to make it what it should be. The departmental teaching of the grades must differ from that in the high school just as that of the latter does from the university.

The special teacher will be more apt to find the aptitudes of the boys and girls. For this reason specialization should begin in about our seventh grade. The teacher can then help the pupils in the choice of studies in the next grade. Each pupil can be given an opportunity to work in any line as fast as he is able and can be placed in advanced classes more readily than at present. Each teacher will have the pupils for three or more years and can treat each more individually than at present as the opportunity of learning the trends of the children is greater than under the system of passing along the class year after year.

The teacher, relieved of the drudgery of preparing for all the line of work, is at liberty to master her line thoroughly and the child is benefited as a result. With a judicious cutting out of much worthless material that now encumbers the grades, permitting, under careful guidance, a limited choice in the upper grades, with teachers who are able to present the subjects in a live manner and who are enabled to devote their entire time to studies for which they have a liking or an aptitude, I think we shall, to a certain degree, solve the problem of retaining the boys in school. We shall also be able to teach them in a way that they will retain what they learn better than at present.

Efficiency is ever advanced by wise specialization, and I see no reason why the best results in education cannot be obtained by a wise and carefully prepared system of departmental teaching in the upper grades. It seems evident that our grammar schools are rapidly outgrowing the present regime and that we must prepare for a change to meet the new demands. This can best be done as I have outlined above.

This system has already been introduced into many of our best California schools with good results. The following cities (I have

purposely omitted such large school systems as San Francisco and limit these remarks to smaller places) have tried departmental teaching.

Salinas: "Departmental work in the sixth and seventh grades in geography, drawing, music and writing. Works well." Fourteen teachers in the grammar schools.

Pomona, 34 teachers: "Department teaching in fifth, sixth, seventh and eighth grades in the forenoon. Plan works well with good teachers."

Santa Rosa, 29 teachers in the grades: "Department work in sixth, seventh and eighth grades. It is a success but requires careful supervision."

Santa Barbara, 39 teachers: "Department work in two buildings. It works well."

Vallejo, 31 teachers: "In geography, history, arithmetic and English in seventh and eighth grades. It works well."

Paso Robles: "The results are excellent."

I think that one reason that this system has been a failure has been the fact that it has been gone about in the wrong manner. It must be carefully worked out and teachers must be trained up to the work which must be adopted to the grades. Supervision of the best type will have to accompany its introduction.

J. D. SWEENEY.

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Department of Methods

History in the Elementary Schools

III. METHODS OF PRESENTATION

Throughout the primary and largely in the intermediate grades, the oral method must prevail. To succeed teachers must become expert story tellers. Here learner, content and method all harmonize, being primitive. The teacher should work up the subject-matter until it is literally "at her tongue's end." With an outline or book on the desk, as a concession to modern "civilized" incapacity in this direction, to which occasional reference may be made, the alert, sympathetic, resourceful, well-poised primary teacher faces her rows of eager, expectant, receptive pupils.

First, she prepares them for fresh instruction and new ideas by a brief, but coherent, review of the work of previous lessons. This

is done by direct, specific questions reaching as many members of her class as possible. Next comes what may be called the "anticipatory" stage of the recitation. Many questions demanding judgment on the part of the pupils are presented, e. g., "When the water flooded the cave what do you suppose the cave-men would do?" "When Horatius got back to Rome how do you think the people would receive him?" "What new plan for covering the house might Kablu think out?" "What do you suppose the cave-men will do with Sabre-tooth's skin?" "How might fire be produced without matches?" "How could merchandise in ships in Monterey Bay be taken ashore when the water was very rough?" Such questions serve, not only to develop judgment and power to reason, but also to arouse curiosity, anticipation, the "inquiring mind," as Miss Dopp puts it. The ardent children fairly hang upon the teacher's words as she proceeds to unfold the fresh installments of the story which furnish the answers to the above questions. This portion of the instruction must not be a reproduction by the teacher of memorized words. If so, it becomes mechanical, lifeless, dull, and the youngsters soon discover its emptiness. Neither should it be merely oral reading. In this case it is soothing and hypnotic in its effects. Children usually enjoy oral reading of any kind because they can drowse at their ease. Most any teacher who can read at all can please little children by reading even the "Paradise Lost." It is the rhythm, the regular ebb and flow of sound that delights them. The first presentation of new matter, therefore, should be in the form of story-telling, but it must be somewhat informal, broken up by frequent questions both in way of review and anticipation, with opportunities for sensible questions and comment on the part of the children.

The next step should be reproduction of the new portions of the story by the pupils, and, finally, when time permits, the reading or relating of a summary of the fresh matter without interruption, the last impression left with the class being the story as a completed whole. This general plan of the recitation is, of course, not ironclad but susceptible to variations as circumstances may demand.

But this is not all. The history work will fall far short of genuine success if it is confined exclusively to oral story-telling. All sorts of illustrative materials available should be utilized. Specimens of weapons, utensils, clothing, etc., used by primitive peoples should be displayed to the class. Pictures, maps, charts, plans, will be in constant demand. No special training in geography or map-reading is necessary. Children learn all that incidentally and with no apparent effort. Whenever possible the life of the peoples studied should be dramatized and the little folks, who delight in such performances, should be encouraged to act out many incidents, thus calling into play their own experiences, racial and personal, and

their highly developed imaginative powers. In short, the children should be led to live over again, at least in their imagination, the life of the peoples and the age which they are studying. This not only gives vividness, interest and reality to the instruction but, more important still, aids in developing the historical imagination, the lack of which is a bar to the acquirement of real history on the part of many students. Sand and clay modeling are useful in this connection and opportunity is afforded for frequent out-door recitations and field trips and excursions. For example, one of the most interesting recent recitations in the second grade, which was studying the story of Darius in "Ten Boys," was devoted to clay modeling during which a miniature Babylon was produced. Though necessarily rude and crude yet the model showed that the little chap who produced it possessed a fairly correct notion of the ancient city on the Euphrates. Here were the outer walls and within the course of the river was shown, the hanging gardens, tower temples, etc. Another interesting model was a representation of a war chariot done in clay which displayed not only a proper mental picture but also considerable manual skill. In an out-door recitation Darius' practice in archery was imitated and the boys waded an imaginary river placing their bows and arrows on their heads and holding one another's hands to avoid being carried away by the rushing current. "Children's spontaneous plays are idealized reproductions of the real activities of primitive peoples." This racial instinct should be utilized in teaching.

In addition to language, dramatic action and modeling in clay and sand, drawing is a very important form of expression. Most children learn to draw readily and take special delight in this mode of telling their stories. In fact, it is the experience of our teachers that this desire must be restrained rather than encouraged. Its great advantage lies in the fact that it is always available under all conditions. Crayon and blackboard, at least, are found in every school room and a little colored crayon and charcoal and manila paper can be secured at small cost.

But this recitation by "doing," the reproduction of stories through drawing, modeling, carving, little dramas, etc., may be greatly overdone. If any study should lead to sanity, equipoise, the happy medium between extremes, it should be history. The hope of attaining such an attitude towards life in general is one of the strongest pleas for the teaching of the subject in all grades. It is easy to let any method run to extremes. In the exemplification of the development of civilization the action side — the "doing" of things — must not descend to the ridiculous. At this late day we scarcely want to revive the methods of "Squeers" at "Do-the-boys Hall." This equilibrium is maintained in the history work partly by giving adequate attention to the interpretive side of civilization.

As far as possible the myths, fairy tales and folk-lore introduced are dovetailed into the realistic stories in a perfectly natural way. For example we take an imaginary trip from the Egypt of Kufu around the Mediterranean in the ships of the "little brown men," the Phoenicians, on our way to pay a visit to a little Greek boy, Colon, who lives at Athens (this is an original story here) and while at his home Colon's mother at his earnest request tells us how Athens received its name. In some such way most of the Greek myths are worked into the general story.

INTERMEDIATE AND GRAMMAR GRADES.

Following the suggestions of previous articles the fifth and sixth grades are to be given up largely to the study of those phases of civilization represented by mediaeval Europe. The methods outlined for the primary grades will be much in evidence here, but the pupils are more able to get a large part of their information from books. The teacher, therefore, will not be quite so prominent a factor. Still, on the whole, in the present condition of the literature suitable for children on this portion of history, the oral or story-telling method must predominate. Stress is laid upon biography and dramatic and romantic incidents illustrating mediaeval civilization in Europe. Good material along this line is scarce and much depends upon the ability of the teacher to digest, work over, translate and reproduce the contents of formal and advanced books. It is wonderful, however, what power of comprehension can be developed by careful and patient training. Fifth grade pupils easily read Irving's "Conquest of Granada," Morris' "Tales" and ordinary high school texts on certain phases of French, English and Spanish history. The fifty minute period allotted to history is divided into two parts — the first twenty-five or thirty being occupied in recitation, the rest in silent study under direction of the history teacher. Besides this study period each pupil devotes more or less time to history study at other times during the day. This applies to all the grammar grades. Books other than the text are furnished pupils for this study period and on their voluntary requests they are permitted to take certain books home with them for further reading.

In the seventh and eighth grades the State text-book forms the basis of the work and pupils are not required to purchase any other, but the normal school libraries and the city library supply ample supplementary material. History in these grades is taught by the outline or topical method. The outlines are worked out by the teacher under direction of the supervisor and the pupils copy them carefully into note books. Lessons are assigned altogether by topics,

never by pages or paragraphs. Story-telling or informal "lecturing" is encouraged. Little direct reading aloud is indulged in by teachers, the criterion of success in this part of the work being the ability to hold the interest of pupils, convey clear information, and develop the power on the part of the pupils to take in and make their own matter presented orally. Altogether, however, the question method prevails in these grades. Every teacher is expected to develop the ability to conduct a lively, interesting, logical, "quiz." This requires thorough knowledge of the subject-matter, alertness, resourcefulness, self-possession, force. It is the most difficult part of the teacher's work, if well done, and more fail on this point than on any other.

IV. MATERIALS FOR A COURSE IN HISTORY.

FIRST GRADE

REALISTIC SIDE —

Dopp: The Tree Dwellers.

Dopp: The Early Cave Men.

Andrews: Ten Boys, "Kablu."

Kemp: History for Graded and District Schools; Arya and His Seven Sons.

Chance: Little Folks of Many Lands.

INTERPRETIVE SIDE —

Beckwyth: In Mythland, I, II.

McMurray: Classic Stories for Little Ones.

Andersen: Fairy Tales.

Wiltse: Grimm's Fairy Tales.

SECOND GRADE

REALISTIC —

Dopp: The Later Cave Men.

Dopp: The Tent Dwellers.

Kemp: "Kufu" and "How Hiram Became King." (Story of the Phoenicians).

Andrew: Ten Boys, "Darius" and "Cleon."

Snedden: Docas the Indian Boy, Part I.

Mowry: American Inventions, Chaps. I, II.

INTERPRETIVE —

Pratt: Stories of Old Greece, I, II.

Burt: Stories from Plato.

- Cale: Achilles and Hector.
 Guerber: *The Story of the Greeks*, pp. 13-39.
 Wiltse: *Grimm's Fairy Tales*.
 Story of Hiawatha (Ed. Pub. Co.).
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THIRD GRADE

REALISTIC —

- True: *The Iron Star*, first three "Sparks."
 Guerber: *Story of the Greeks*, pp. 41-136.
 Morris: *Historical Tales, Greece* (selected stories).
 Kemp: *Greece in Her Infancy; The Youth of Greece, and A Visit to Athens*.
 Andrews: *Ten Boys, "Horatius."*
 Guerber: *Story of the Romans*, pp. 11-121, omitting VII, VIII, and XXI-XXIV.
 Kemp: *Rome in Her Infancy*.
 Baldwin: *Stories of the Chosen People*, pp. 21-99.
 Baldwin: *Old Stories of the East*, pp. 19-112.
 Snedden: "Docas," Part II.
 Pratt: *America's Story for America's Children, Vol. I to p. 107*.
 Starr: *American Indians*, pp. 7-30.

INTERPRETIVE —

- Cale: Ulysses.
 Selections from the *Story of Aeneas, Romulus and Remus, and the Founding of Rome*.
 Pratt: *Myths of Old Greece, Vol. II*.
 Pratt: *Legends of the Red Children*.
 Starr: *American Indians*, pp. 31-38.
 Hiawatha the Indian (Ed. Pub. Co.).
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FOURTH GRADE

REALISTIC —

- Guerber: *The Story of the Greeks*, pp. 217-259 (Philip and Alexander).
 Morris: *Tales, Greece* (selected stories).
 Kemp: *The Story of Alexander the Great*.
 Guerber: *The Story of the Romans*, pp. 121-128 (Hannibal and the Invasion of Italy).
 Kemp: *The Struggle Between Rome and Carthage*.
 Andrews: *Ten Boys, "Wulf."*

- True: The Iron Star, "Sparks" IV-VII.
 Kemp: The Teutonic Children of the Wood.
 Starr: American Indians, pp. 39-85.
 Husted: Stories of Indian Chieftains (selected stories).
 Hood: Tales of Discovery, to page 108.
 Snedden: Docas, Part III.
 Winterburn: The Spanish in the Southwest, to page 160.
 Pratt: America's Story for America's Children, Vol. II.
 Pratt: Colonial Children.

INTERPRETIVE —

- Pratt: Myths of Old Greece, Vol. III.
 Legends of Early Rome (selected).
 Macaulay: Lays of Ancient Rome (selected extracts).
 Burt: The Story of the German Iliad.
 Pratt: Legends of Norseland.
 Lummis: The Man Who Married the Moon (selections).
 Winterburn: The Spanish in the Southwest, pp. 27-42 (Indian legends).
 Baldwin: Story of Siegfried.
 Hemans: Landing of the Pilgrims.
 Longfellow: The Skeleton in Armor, Challenge of Thor and other extracts from the Saga Olaf.

 FIFTH GRADE

TOPICS —

1. Development of Christianity.
2. Mohammed and Mohammedanism.
3. The Moors in Spain, Charles Martel and the Battle of Tours.
4. Charlemagne and His Work, including the Romance of Roland.
5. Alfred the Great and His Work.
6. Rise of the Normans and William the Conqueror.
7. The Norman Conquest of England.
8. Feudalism and Chivalry, the Feudal Castle.
9. Monasticism and the Influence of the Monasteries.
10. The Crusades and Their Influence.
11. Growth of Towns and Cities.
12. The Hundred Years' War and Joan of Arc.
13. Colonization of America.

HISTORICAL REFERENCES —

- Andrews: Ten Boys, pp. 137-232.
 True: Iron Star, "Sparks" VIII-XII.
 Kemp: Pp. 258-346.
 Warren: Stories from English History, to page 61.
 Blaisdell: Short Stories from English History.
 Guerber: The Story of the English, to page 92.
 Pitman: Stories of Old France, pp. 9-52.
 Morris: Tales, France, pp. 17-67, 114-142.
 Morris: Tales, English.
 Morris: Tales, Spanish.
 Thomas: Elementary History of the United States (State history) to page 150.
 Blaisdell: The Story of American History to page 105.
 Johnson: The World's Discoverers.
 Any of the above excepting Kemp can easily be read by the pupils of this grade.

INTERPRETIVE —

- Extracts from Old English Ballads.
 Extracts from The Songs of Roland.
 Extracts from The Romance of the Cid.
 Extracts from The Legends of the Alhambra.
 Extracts from The Talisman, Ivanhoe, Hereward the Wake,
 The Last of the Barons, etc.
 Joaquin Miller: The Admiral.
 Hemans: The Landing of the Pilgrims.
 Longfellow: The Elected Knights and The Discoverer of
 the North Cape.

SIXTH GRADE

TOPICS —

- Ferdinand and Isabella, the Expulsion of the Moors, and
 the Discovery of America.
 2. Louis XI of France and the Downfall of Feudalism.
 3. The Revival of Learning.
 4. The Struggle for Religious Freedom in Europe, Martin
 Luther and the Reformation.
 5. The Rival Kings, Francis I, Henry VIII, Charles V.
 6. Henry of Navarre and the End of the Religious Wars
 in France.

7. Queen Elizabeth and the Age of Adventure and Exploration.
8. The Spanish Armada and Decadence of Spain.
9. Growth of Nations, Development of Freedom, Independence of Switzerland, Rise of the Dutch Republic.
10. Colonial Wars and the Revolutionary War in America.

HISTORICAL REFERENCES —

- Pitman: Stories of Old France, pp. 53-180.
 Morris: Tales, French, pp. 143-209.
 Guerber: The Story of the English.
 Warren: Stories from English History.
 Blaisdell: Short Stories from English History.
 Morris: Tales, Spanish.
 Irving: The Fall of Granada.
 Thomas: Elementary History (State text).

Supplementary texts on early American History are so plentiful and so well known that no further citation here is necessary.

SEVENTH AND EIGHTH GRADES

Since these grades are to devote their whole time to the intensive study of American history and the materials are so abundant, no detailed outline of the work or list of reference books seems necessary.

The following books, in addition to those cited above, will be found helpful to teachers of primary grades who may attempt to carry out the course suggested in these articles:

- Dopp: The Place of Industries in Elementary Education.
 Mason: Origin of Inventions.
 Starr: Some First Steps in Human Knowledge.
 Taylor: Anthropology.
 Morgan: Ancient Society.
 Lubbock: Prehistoric Times.
 Clodd: The Story of Primitive Man.
 Boyd: Cave Hunting.
 Joly: Man Before Metals.
 Taylor: Origin of Aryans.
 Waterloo: The Story of Ab.
 Dewey: The Child and the Curriculum.

Second Year Book of National Society for the Scientific Study of Education.

Gilman: Magna Charta Stories.

Hurll: Greek Sculpture.

Shumway: A Day in Ancient Rome.

Elison Prints.

Guhl and Koner: Life Among the Greeks and Romans. Boy Life in Time of Cicero.

Mahaffey: Old Greek Education and Old Greek Life

Felton: Greece, Ancient and Modern.

Blummer: Home Life of Ancient Greeks.

Preston and Dodge: The Private Life of the Romans.

W. F. BLISS,

Head Dept. Hist., State Normal School, San Diego.

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University of California

THE SUMMER SESSION, 1905

The annual Summer Session will begin on Monday, June 26th, and close six weeks later, on Friday, August 4th. Representative teachers from other American and European universities will, as in the past, be on its faculty. Instruction will be offered in philosophy, education, history, law, economics, music, Greek, Latin, English, German, French, Spanish, mathematics, astronomy, physics, chemistry, physiology, geography, civil engineering, drawing, and domestic science.

Among the instructors who will come from Europe to offer courses will be Professor Wilhelm Ostwald of Leipzig University, for chemistry, and Professor Ludwig Boltzmann of the University of Vienna, for physics. From American institutions will come Professor Reuben Gold Thwaites of the University of Wisconsin, for American history; Professor E. H. Moore of the University of Chicago, mathematics; Professor J. Mark Baldwin of Johns Hopkins, philosophy; Professor Thomas Day Seymour of Yale, Greek; Professor William Gardner Hale of the University of Chicago, Latin; Professor A. A. Stanley of the University of Michigan, music; Mrs. John Henry Comstock of Cornell University, nature study; Mr. Hammond Lamont of the New York *Evening Post*, and formerly of Brown University,

English composition; Dr. Edward T. Devine, secretary of the Charity Organization Society of New York city, methods of charity work; Dr. S. S. Maxwell of Harvard Medical School, physiology; Mr. C. N. Kendall, superintendent of Schools of Indianapolis, Indiana, Dr. Frederic Burk, president of the State Normal School at San Francisco, Mr. Samuel T. Black, president of the State Normal School at San Diego, Mr. Morris Dailey, president of the State Normal School at San José, Dr. J. F. Millsbaugh, president of the State Normal School at Los Angeles, and Dr. C. C. Van Liew, president of the State Normal School at Chico, for education; Mr. F. F. Bunker of the State Normal School at San Francisco, arithmetic. From the permanent faculty of the University some of those who will offer courses are Professors H. Morse Stephens, European history; William Carey Jones, law; Percival Lewis, physics; T. W. Page, mediaeval and American history; Henry W. Prescott, classical literature in English; R. S. Holway, geography; E. C. Moore, history of education; Mr. C. D. von Neumayer, reading and speaking. Mr. James W. Dixon, M.A., of St. Andrews, will offer a course in Burns and the Scottish dialects. In connection with the work in education, Professor F. E. Farrington will conduct an observation school near the University.

In addition to the regular courses hitherto given, the University is for the first time offering instruction in practically all the subjects which are taught in the primary, grammar and high schools. Particular attention is called to the courses in nature study, arithmetic, geography, American history, and reading, as well as to those which cover the various subjects of the high school curriculum. Primarily these courses are designed to give instruction in the subject-matter which they treat.

In addition to this, special instruction will be given in each department upon the methods of teaching its particular subject and selecting therefor the best materials, and special efforts will be made to bring attending teachers into touch with visiting superintendents, principals, and other school authorities. In furtherance of this, arrangements have been made at the Recorder's Office for the registration of the names and addresses of such persons.

Attention is called also to the courses which are offered in the Department of Law.

The summer climate of Berkeley makes a delightful vacation resort. The University is picturesquely situated on the lower slopes of the Berkeley hills overlooking San Francisco bay and the Golden Gate. Berkeley is a city of homes with a population of over twenty thousand people. Electric car lines make the trip from the University to Oakland in twenty minutes, and a greatly improved ferry service has reduced the ride to San Fran-

cisco to thirty-five minutes of pleasant travel. All the resources of the University—its library, laboratories, museums, and gymnasiums—will be at the disposal of the summer students. Special lectures and art exhibits, trips to points of interest, and provision for athletic and other recreations will be added to make the Summer Season a profitable and enjoyable way of spending a vacation. Ample accommodation may be had in the houses of private families in Berkeley at an expenses from \$25 to \$30 a month. The privileges of the Summer Session are open to teachers, to undergraduates and to visitors, upon payment of the regular fee of \$12. Special round-trip railroad rates are offered by the Southern Pacific and Santa Fé Companies. The Reorder of the Faculties will upon request supply any detailed information desired.

BERKELEY, March 25, 1905.

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Books and Magazines

The Japanese army, according to military experts, is the finest fighting machine that ever existed. The Japanese soldier, who is the envy of the military commanders of the world, is enduring, brave, resourceful and above all, so patriotic that he is invincible. He is a product of training — a pedagogical product; and the training which has produced him furnishes the most remarkable chapter in the history of education. What standards have been put before him, what lessons has he studied, and what ideals acquired? The Emperor's speech on Education, which we reprinted in a recent issue, forms the foundation of moral training in the schools of his empire. The five articles drawn up by him for the guidance of his army form the basis of the moral training of the Japanese soldier. A general order of the Emperor to his army some years ago contained the statement: "Of everyone of you the Emperor and your country expects the accomplishment of the impossible." It is the teachings of the five articles of war that are relied upon to produce such valor on the field of action. They read as follows:

**The Five
Articles of
the Japanese
Soldier**

[From the article, "Port Arthur and After, by W. T. Stead, *Fortnightly Review*.]

“ (1) The principal duty of soldiers is loyalty to sovereign and country. It is not probable that any one born in this country will be wanting in patriotism; but for soldiers this virtue is so essential that unless a man be strong in patriotism he will be unfitted for his service. Disloyal men are like dolls, however expert and skilful they may be in their military art and science, and a troop which is well trained and led, but lacks patriotism, is like a band without a chief. The protection of a country and the maintenance of its prestige must rest upon our military and naval forces; their efficiency or determination must affect for good or for ill, the fate of our nation; and it is therefore your duty not to entangle yourself with social matters or political questions, but strictly to confine yourself to the observance of your principal duty, which is loyalty, remembering always that duty is heavier than a mountain (and so to be much regarded) while death is lighter than a feather (and therefore to be despised). Never spoil our good name by a violation of good faith.

“ (2) Soldiers must be polite in their behavior and ways. In the army and navy there are hierarchical ranks from the marshal to the private or blue-jacket, which bind together the whole for purposes of command, and there are also the gradations of seniority within the same rank. The junior must obey the senior, the inferior must take orders from the superior, who transmits to them our direct command, and inferior and junior officers and men must pay respect to their superiors and seniors, even though they be not their direct superiors and seniors. Superiors must never be proud or haughty toward those of lower rank, and severity of discipline must be reserved for exceptional cases. In all other cases superiors must treat those beneath them with kindness and especial clemency, so that all men may unite as one man in the service of the country. If you do not observe courtesy or behavior, if inferiors treat their superiors with disrespect, or superiors their inferiors with harshness, if, in a word, the harmonious relations between superiors and inferiors be lost, you will be not only playing havoc with the army, but committing serious crimes against the country.

“ (3) It is incumbent upon soldiers to be brave and courageous. These two virtues have in this country been always held in very high esteem, and are indeed indispensable to our nation: soldiers whose profession is to fight against the foe, should never for one instant forget that they must be brave. But there is a true bravery and a false one, which is totally different, and the rough behavior of youth cannot be called true bravery. A man of arms must al-

ways act with reason and make his plans with *sang froid* and care. You must never despise even a small body of the enemy; on the other hand, you must never be afraid of larger numbers: it is in the accomplishment of duty that true bravery lies. Those who thus appreciate true bravery will always behave with moderation toward others and will earn the respect of all men. If you act with violence you are not truly brave and will be hated by others like a tiger or a wolf.

“(4) Soldiers are required to be faithful and righteous. Faithfulness and righteousness are among the ordinary duties of men: the man of arms can scarcely exist without them. By the former is meant the keeping of one’s word, by the latter, the accomplishment of duty. Hence, if you wish to be faithful and righteous, you must first consider whether a thing may be done or not. If you promise to do something the nature of which is uncertain, and so entangle yourself with others, you will be in an embarrassing situation, which may drive you to become unfaithful or unrighteous; and in such a case you will have no remedy, but only vain regrets. Before embarking on any action, you must first consider whether it is right or wrong to do such a thing, and then take a firm stand upon reason. If you have reason to think that you cannot keep your word, or that your duty is too heavy, it will be wise if you refrain from action. The history of all ages gives us examples of the truth of this: many great men and heroes have perished or dishonored themselves by trying to be faithful and righteous in small things, and mistaking fundamental reason, or by observing individual faithfulness at the expense of justice. You must take heed not to fall in this way.

“(5) It is incumbent upon soldiers to be simple and frugal. If you do not observe simplicity and frugality, you will become weak and falsehearted, and accustom yourself to luxurious habits which lead to cupidity. In that case your mind will become ignoble, and neither your loyalty nor your bravery will avail sa save you from the contempt and hatred of your fellow men. This is one of the greatest sources of human misery, and if this evil be once allowed to seize hold of the army and navy, it will promptly spread like an epidemic and all *esprit de corps* and discipline will be broken through. We have been very much concerned about this, and have issued disciplinary regulations designed for the prevention of luxury; and now our constant concern leads us to tender you this advice, which we desire you to keep in mind.

“The above five articles must never for a moment be neglected by you, and you will require a true heart to put them into practice.

The five articles are the spirit of the man of arms and the true heart is the spirit of the five articles. If the heart be not true, good words and good conduct are nothing but useless external ornaments. If the heart be true you can accomplish anything."

* * *

The following letter, addressed to the editor of the *London Journal of Education*, embodies a criticism of school work which high school, normal school, and college teachers are continually making. It seems to point out one of the underlying weaknesses of elementary education. We believe that its statements apply in a sufficient measure to our own schools to warrant us in reproducing it.

**A Common
Weakness
in School
Work**

"DEAR SIR:— At the beginning of this month I was asked to act as one of four examiners at an oral examination, the result of which was to partly decide the award of studentships offered by the Education Committee of a county within a hundred miles of London. The candidates were divided into two classes — those under fourteen years of age who are still attending school, and those over fourteen who are receiving instruction at centers and central classes for pupil-teachers, but who have not yet passed any public examination qualifying them for admission to pupil-teachership. My duty was to hear the candidates read aloud, and also to test their general intelligence and information by putting to them simple questions dealing with such subjects as current events, local history, natural objects and phenomena — possibly even with the examination room itself. I had also to look through and mark the English composition exercises of the older candidates. May I be permitted to give you, in a perfectly candid and unbiased fashion, the opinion I formed of those candidates I examined, and of the result of their training, so far as my conversation with them enabled me to judge of it? With regard to the composition of the older candidates, I was unpleasantly impressed by the very poor style in which they expressed themselves; a style so faulty, in fact, that I could only draw the conclusion that the writers must have the very slightest acquaintance with standard authors, and, moreover, that instruction in the really simple art of punctuation had been practically neglected so far as they were concerned. One candidate put a comma every time between the subject of a sentence and the verb, and another used "s" deliberately as the sign of the plural. But, though

the remaining candidates did not commit these glaring faults, yet the general impression left on my mind, after looking over the papers, was that the composition of these senior candidates is poor in the extreme, and I feel quite sure that it would be difficult for one of them to express himself, or herself, correctly in an ordinary letter. The formation of a correct habit of expressing one's self seems to me of vital importance to those who intend to devote themselves to teaching others, and I am quite certain that children of any rank in life can be taught to form such habits if those in charge of them exercise sufficient care in such matters. With regard to the purely oral part of the examination, I did not have anything to do with the older candidates, but I only passed under review a selection of the younger ones. Most of those I talked to were the children of small farmers, and said they were in attendance at an elementary school. The passage selected for reading aloud usually furnished a starting point for this part of the examination, and our talk touched on a great variety of subjects, from points of interest in the neighborhood of the candidates' homes to the war going on at present between Russia and Japan. In spite of some conspicuous examples of powers of observation and reasoning, my feeling at the end of the day was that I had just been passing in review a number of children whose minds were alert enough, but who seemed to possess little or no material on which to exercise their powers, and whose mental horizon was a terribly circumscribed one. They impressed me as the products of a machine-like routine; outside that routine they seemed to know practically nothing. Even when I reckoned on the routine, the result was not always satisfactory — as, for instance, when I talked to one fairly intelligent girl about a picture hanging in the room, and I learn that she had never heard of Switzerland as a land of snow-covered mountains. Yet she learns geography! Another girl read aloud a description of Vesuvius in a state of eruption, as my fellow-examiner (Mr. M —) and I had previously ascertained that she had heard of Vesuvius. After the reading was over, however, though she could define Vesuvius as 'a burning mountain,' she was unable to answer Mr. M——'s question: 'Well, what does it burn — coal, gas, or what?' Several candidates had never seen a map of their native county, and others seemed to have no idea in which direction London lay. One little girl — but she was an extreme case — had been more than once to a seaside town close to her home, where there are a celebrated castle and a still more celebrated cliff, but she seemed to be ignorant of their existence even.

"I feel confident that a similar want of general information, outside ordinary school subjects, would not characterize children of the same class educated in the public schools of Germany, Switzer-

land, or Norway. With regard to accent in reading — a point to which the Education Committee for whom we were examining called special attention — a provincial twang was very conspicuous; but I think that a better class of teacher might effect a great deal towards helping children gradually to rid themselves of this. So long as they hear in school the same accent and the same mispronunciation of words as they must, generally speaking, hear at home, for so long, of course, will pupil-teachers perpetuate a slovenly and illiterate way of speaking and reading. I dare say the pronunciation of certain vowels might never be quite pure in every instance: that, perhaps, is a result to be expected, more or less, from the nature of the case. But the letter *h* initially ought certainly to be a fixed quantity, and it most certainly was not on the occasion which I am now describing. I am afraid that I have dwelt somewhat on the dark side of the picture, but I must not end without saying that, in spite of the many deficiencies to which I have called attention in this communication, I nevertheless retain a very fair impression of the general capacity and intelligence of the majority of the junior candidates whom I examined. They did not strike me as being at all deficient in mental power, but as being in woeful want of correct information about common things. It is a fact that one candidate had not the slightest idea of the reason for stamping letters. I am sure that more scope must be given in the future to teachers in elementary schools, so that they may be able to devote themselves specially to helping those under their care to become generally well informed. I say "must" advisedly; for, should nothing be done in this respect, and if the candidates I interviewed are to be taken as typical examples of all that we in England can do in our elementary schools, then I consider the prospect for future generations, and for our country as a whole, to be a very gloomy one.

"Yours faithfully, M. T. HINDE.

"English Mistress at the Simon Langton School for Girls, Canterbury."

* * *

The work of the teacher is not yet properly recognized by the public. It is a great strain, and, in addition to that, it is a personal strain. In teaching a large class the master has to be at his best all the time, and this is true of hardly any other profession except surgery. For this work it is now generally recognized that training is necessary. In fact, there is a more and more growing demand upon the teacher, and accordingly it is necessary for the welfare of the country that it should recognize his work, and raise the standard

**Sir Oliver
Lodge on the
Work of the
Teacher**

of the profession in every possible way, so as to attract the best men and women of the country to enter it. At present there is a great lack of candidates; and I am not surprised, because the remuneration is sometimes very moderate. I advocate liberality in this matter, not from personal reasons, but I regard the money spent in education as the best investment for the country.

* * *

How slowly the world has moved in educational matters is shown by an extract from Martin Luther who advocated reform in the schools as well as in the church. In his sermon on the "Duty of Sending Children to School" he says: "I maintain that the civil authorities are under obligation to compel the people to send their children to school, especially such as are promising. For our rulers are certainly bound to maintain the spiritual and secular offices and callings, so that there may always be preachers, jurists, scribes, physicians, school masters and the like, for these cannot be dispensed with. If the government can compel such citizens as are fit for military service to bear spear and rifle, to mount the rampart and perform other martial duties in time of war, how much more has it a right to compel the people to send their children to school, because in this case we are warring with the devil, whose object is secretly to exhaust our cities and principalities of their strong men, to destroy the kernel and leave a shell of ignorant and helpless people, whom he can sport and juggle with at pleasure. That is starving out a city or county, destroying it without a struggle and without its knowledge." This argument was made nearly 400 years ago, but yet most of the States of the Union are without effective compulsory education laws. We are so afraid we will infringe upon the personal liberty of individuals that laws designed to compel parents to send their children to school are drawn so loosely that all may escape who wish to evade the duty. We have however a strong public sentiment on this subject which is effective in nearly all cases, but there should be some way of reaching the person who defies this sentiment and fails to educate his children.—*Oregon Teachers' Monthly.*

In 1844 Emerson wrote: "We are students of words; we cannot use our hands, or legs, or our arms, * * * The lessons of science should be experimental. Once (say two centuries ago) Latin and Greek had a strict relation to all the sciences and culture there was in Europe, and mathematics a monetary importance at some era of physical science. These things became stereotyped in education, as the manner of man is. But the Good Spirit never cares for the colleges, and though all men and boys are now drilled in Latin, Greek and mathematics it had quite left these shells high and dry on the beach. But in a hundred high schools and colleges this warfare against common sense goes on. Four, or six, or ten years the pupil is parsing Greek and Latin, and as soon as he leaves the university he shuts those books for the last time. Some thousands of young men are graduated at our colleges in this country every year, and the persons who at forty years still read Greek can all be counted on your hand. I have never met with ten who read Plato. Is not this absurd, that the whole of the liberal talent of this country should be directed in its best years on studies that lead to nothing?"—*Reprinted from School and Home Education.*

**Emerson
on Studies**

* * *

The movement to introduce the elements of agriculture into the schools is an outgrowth of the nature study movement and the school garden movement which nature study soon created. Nature study with an agricultural trend is not new. Here and there it was developed quite awhile ago. More recently we find educational societies urging its adoption, and practical-minded superintendents of such States as Missouri, Illinois, and Indiana soon set about giving instruction in it. The boys and girls of Iowa, Ohio and Texas are organized into agricultural societies. At the present time the laws of upward of a dozen States provide for its teaching.

**The Study of
Agriculture
in the Rural
Schools**

Perhaps the best available brief discussion of this important new development of school work is to be found in Circular No. 60 of the U. S. Department of Agriculture, which may be had by application to the department which issues it at Washington. In outlining the course of study this circular offers the following suggestions: During the first two or three years in school the children should spend a short time each week in forming an acquaintance with the

birds, insects, flowers, trees, and other animals and plant life of the school yard, the roadside and the wayside pastures and wood lots. Excursions for the purpose of such study should be undertaken frequently. Nature study at first should consist mainly of observations. The children should describe and draw the objects seen. Next in order comes some study of the life histories of plants and animals, especially birds and insects, so that they may be recognized in all stages of their development, and their economic relations determined. This will enable the pupils to decide whether a given species is mainly beneficial or harmful and will set them to thinking about means of perpetuating or exterminating the species. This last consideration is the one which mainly determines the attitude of the farmer toward his field crops, domestic animals and fowls, as well as toward the weeds and other pests that annoy him. When the nature-study teacher and her pupils have arrived at this point of view they will be in a position to pass over as unimportant such details as color of hair, length and number of teeth, number of leaves, length of petioles and internodes, and a hundred other peculiarities of plants and animals, except as these peculiarities have a direct bearing upon the perpetuation of the species or upon their usefulness or harmfulness to men. Such a point of view and such an attitude toward the things studied will greatly aid in developing in the children the faculty of critical discernment.

The course in elementary agriculture may be given most appropriately during the last two years in the rural common schools. The time to be devoted to this course will necessarily vary in different schools, but it is believed that on the average not less than one hour per week during two years will be required to make it effective. A well arranged and up-to-date text-book, with illustrations and suggestions for practical exercises, should be adopted as a basis for this study. The text-book will in most cases be necessary as a more or less definite guide for the teacher, who will in all probability be without special training in agriculture. The instruction in the classroom should be supplemented by simple experiments with soils, plants, and animals, both at school and at home. Every effort should be made to connect the instruction with the home life of the pupils. Visits to neighboring farms to see improved livestock, visits to fairs, taking part in competitions, all such work will be of value in interesting them the more keenly in their subject. The school-rooms should be provided with illustrative material, boxes, cans, plates, and other inexpensive material for apparatus. The pupils should form a collection of specimens. There should also be a school library containing at least a few standard reference books on the

different divisions of agriculture, and the publications of the State experiment stations and the United States Department of Agriculture.

The chief motive for teaching agriculture in the rural schools is to bring the child into direct and sympathetic relations with the industrial life of the community in which he lives, to awaken an intellectual interest in the life of the farm and to make a beginning of the scientific knowledge of farming.

* * *

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School Legislation

A. B. 101

Amends Section 1498 of the Political Code, relating to State Normal Schools. It gives to each Board of Normal School Trustees authority to establish or abolish kindergarten training departments, and also directs each Board to report to the Superintendent of Public Instruction instead of to the Governor as before.

In effect sixty days from February 23, 1905.

A. B. 297

Amends Section 1532 of the Political Code, relating to the duties of the Superintendent of Public Instruction. It has been called the "Apportionment Bill." It provides that the State Superintendent shall in apportioning the State school fund to the several counties of the State use the same basis which is used by the County Superintendent in apportioning money to the school districts of his county; that is, the teacher basis. Each County Superintendent must report to the State Superintendent the number of teachers his county is entitled to under the provisions of Section 1858 of the Political Code, and the State Superintendent shall in distributing the State fund apportion to each county two hundred and fifty dollars for every teacher allowed it by said law. The balance of said fund is then to be apportioned by the State Superintendent to the several counties on basis of average daily attendance for the next preceding school year. No change in method of apportioning school funds until September 1, 1905.

S. B. 669

Amends Section 1543 of the Political Code, relating to the duties of County School Superintendents, Sub. 3rd thereof, by making the order of the Board of School Trustees serve as one paper through the hands of the County Superintendent, the County Auditor, and finally to the County Treasurer. It is expected to save the Superintendent and the Auditor much clerical work.

Takes effect sixty days from March 20, 1905.

A. B. 57

Amends Section 1560 of the Political Code, relating to teachers' institutes, by providing that joint institutes may be held, and authorizes the County Superintendents of the counties uniting to hold such joint institute to draw requisitions for their proportionate share of the expense of holding such joint institute.

In effect sixty days from March 3, 1905.

A. B. 476

Amends Section 1564 of the Political Code relating to teachers' institutes. It stipulates the amount of money that may be used for either joint or home institutes, \$200 in the former case and \$300 in the latter. The law heretofore in force did not authorize the holding of joint institutes and \$200 was the limit from the unapportioned county fund for institute expenses.

Takes effect sixty days from March 18, 1905.

A. B. 182

Amends Section 1593 of the Political Code, relating to the election of school trustees, by changing the date of such election from the first Friday in June of each year to the first Friday in April.

This law went into effect March 3, 1905.

A. B. 183

Amends Section 1615 of the Political Code, relating to joint school districts, so as to harmonize with amendment to Section 1593 requiring election for trustees to be held in April instead of June.

In effect on March 3, 1905.

A. B. 685

Amends Section 1598 of the Political Code, relating to qualifications of electors voting for school trustees, so as to read as follows: "Every elector, resident of the school district, who is a qualified elector of the county, and who is registered in the precinct where the election is held at least thirty days before the election, may vote thereat."

Takes effect sixty days from March 20, 1905.

A. B. 686

Amends Section 1600 of the Political Code, by adding an additional part to the oath required of an elector voting at a school election. It throws an additional safeguard around school elections.

In effect sixty days from March 18, 1905.

A. B. 412

Amends Sub. 1(c) Section 1775 of the Political Code, by adding another class of credentials, the holders of which may be granted Kindergarten primary certificates by County Boards of Education. The new provision reads as follows: To the holders of special kindergarten certificates of any county or city and county of California granted prior to July 1, 1901; *provided* that the holders of such special kindergarten certificates have had at least two years' training in a kindergarten training school and have taught for a period of at least two years in a public kindergarten school in the county or city and county wherein such special kindergarten certificates were granted.

Takes effect sixty days from March 20, 1905

A. B. 744

Amends Section 1577 of the Political Code, relating to the formation of school districts, by changing the dates between which new districts may be formed, from December 1st to the 5th of the following April—which is the period under present law—to October 1st to February 10th. This change will be particularly helpful in the matter of assessing property of school districts in case of bonds or special taxes. It will be known in what school district all property is located on the first Monday in March.

In effect July 1, 1905.

A. B. 602

Amends Section 1817, 1818 and 1820 of the Political Code, relating to County and City and County School Tax. It permits San Francisco to levy a County School Tax as other counties of the State may do, and raises the rate of such tax from a minimum of \$6 per census child to \$7 per census child.

This law went into effect March 21, 1905.

S. B. 246

Amends Section 1858 of the Political Code, relating to the apportionment of school funds by County Superintendents. It directs the County Superintendent to apportion to every school district in his county five hundred and fifty dollars for every teacher allowed it by law; that is, for every seventy school census children, or less; also for every multiple of seventy, or a fraction of seventy not less than twenty, and for each child in said fraction of less than twenty census children there shall be apportioned twenty-five dollars. This provision does way with the so-called "four hundred dollar districts" by taking them into full fellowship, and requires the County Superintendent to report to the State Superintendent at the time of reporting the census, the number of teachers in his county determined by the foregoing provisions. It also amends said Section 1858 in reference to a newly formed school district by providing that during the first year it shall be accredited in average daily attendance with such portion of the average daily attendance of the district or districts from which it was taken as its census bears to such old district or districts. The old district or districts are to have taken from their average daily attendance the attendance given to the new district.

In effect March 6, 1905.

A. B. 709

Amends Section 1883 of the Political Code by giving more specific and plainer direction as to the manner of voting in the case of election for school bonds.

In effect sixty days from March 18, 1905.

S. B. 640

Legalizes and validates the proceedings taken for the formation and organization of high school districts had prior to the passage and approval of the act, and provides that high schools hereafter established shall be confirmed and validated after the lapse of a year from the date of filing of the certificate mentioned in Subdivision 4th of Section 1670 of the Political Code by the County School Superintendent.

In effect on March 21, 1905.

S. B. 266

Amends the High School Aid Act. The principal amendments are two: First, it strikes from the present law the provision that high schools must establish a course of study leading to the State University after the first year in order to participate in State Aid. Second, it provides that a tuition fee may be charged non-resident pupils in the discretion of the high school board; said fee to be the difference between cost per pupil for maintenance of the high school and the amount given per pupil to such school by the State. It also adds city grammar school graduates to the list of pupils that may be admitted to the high schools of the county.

Takes effect July 1, 1905.

S. B. 178

Confirms the legal establishment of all school districts in the State that "for a period of five years have been acting as school districts under the laws of this State." In other words, it legalizes school districts that have been in existence for five years.

Took effect March 18, 1905.

S. B. 528

Permits the board of school trustees of any school district which is also a high school district, and which districts are governed by a board of three trustees, and which districts have, by the last preceding school census, a school population of more than fifteen hundred, to choose a secretary or clerk, who shall not be one of their number, the salary of such secretary or clerk not to exceed twenty-five dollars per month. It is believed to be applicable only to Riverside and probably Santa Monica.

Took effect March 20, 1905.

A. B. 941

Amends the Act entitled "An Act to enforce the educational rights of children and providing penalties for violation of the Act," by amending Section 1 of said Act so that it will work in harmony with the Child Labor Bill which recently became a law.

THOMAS J. KIRK,

Superintendent of Public Instruction.

Jacob A. Riis in California

No recent visitor to California from the Atlantic Coast has made such a strong impression upon Westerners as the genial Jacob A. Riis. Whether before the California Teachers' Association, or the literary clubs of San Francisco, or at the universities, his reception was the same — that accorded to a man active in the great work of the world.

The secret of Riis' hold on the people lies both in his unique personality and in what he has accomplished for society.

A man surcharged with human love, and fighting successfully for better life among the people, is bound to be listened to. His story tells itself, and is all the stronger if he has worked out his own redemption before undertaking a quest for his brethren.

Jacob Riis first conquered himself, and then went forth to conquer for the poor of New York.

One must read at least two of his books to know Riis. "The Making of an American" tells the first part of the story; the second part is told by "The Battle with the Slum." Whatever else he has written throws a sidelight upon his personality or his life struggle.

A student of these volumes is soon made conscious of two important weapons wielded by this twentieth century knight: first, his power of literary expression; second, his use of the art of photography to clinch his delineation of slum-life. The powerful pictures of his pen, coupled with vivid flashes from the eye of the camera made an absolutely unanswerable indictment of New York slum conditions.

It is interesting to note that the first great work done by flashlight photography was the illumination of Riis' truth-portraying pages.

With his allies, the pen and the camera, he proceeded with fixed sincerity to the problem he had laid out for himself — the ridding the metropolis of its foulest slum, Mulberry Bend.

Simplicity, directness, and spontaneity are the predominant characteristics of the literature produced by Riis in this battle for better living. Though he is not always free from odd expressions — due possibly to his Danish birth — and though sometimes minor errors creep into his work, yet he leaves no doubt as to his meaning. He uses none of the artifices of the ordinary novelist. There is no holding over of the characteristic for the purpose of chaining the readers' interest; on the contrary, there is a rushing to tell all

there is at hand to make room for the more interesting. Joined to these qualities of style is a keen sense of humor; and this is the feature of his character which naturally redeems the savage self-assertiveness of the man. For it gave him that power of self-analysis, which prevented him from making the fight against the slums a fight against individuals. Even his desire to avenge the death of his much-talked-of dog which, in his early New York experience, had been wantonly killed by a policeman, was satiated, not by a personal attack by Riis upon the policeman, but by the knowledge that the system, which made such a policeman possible, had received a mortal wound at Riis' hand.

The striking quality of Riis' personality is simplicity. This is, without doubt, the product of his twenty years' toil as a reporter, in which he dealt with, and handled all sorts of men. In his busy life he learned to adjust himself to all environments; or, it might be put the other way, he learned the art of making environments adjust themselves to him.

I saw him last December in San Jose in the corridors of the St. James, chatting in simple democratic way to new-made friends among the teachers of the State Association; and I could see at once the secret of his vast personal influence. A few minutes later I had the pleasure of presenting to him our John Swett, the man who, President Andrews says, has done more for Western civilization than any other Californian.

I confess I felt a touch of reverence when I looked at the men before me, and thought, first of Riis' agitation for children's parks and school play-grounds, and better lighted and ventilated school-rooms in New York, and then of Swett's great educational work in California.

The exponents of the best in Eastern and Western civilization had met — a meeting in itself a good omen of what we shall have when East and West really come to know each other.

HENRY MEADE BLAND.

Western School News

MEETINGS

National Education Association, Asbury Park and Ocean Grove, N. J., July 3-7, 1905. William H. Maxwell, New York, President; Irwin Shepard, Secretary, Winona, Minn.

Summer School, University of California, Berkeley, Cal., June 24 to Aug. 5, 1905. Dean, Dr. Ernest Carroll Moore.

California State Teachers' Association, Berkeley, Cal., last week in Dec. James

A. Barr, Stockton, President; Mrs. M. M. FitzGerald, 1627 Folsom Street, San Francisco. Secretary.

Northern California Teachers' Association, Red Bluff. (Time of meeting not fixed.) J. D. Sweeney, Red Bluff, President.

Southern California Teachers' Association, Los Angeles, Cal. Week before Dec. 25th. President, J. D. Graham; Miss Alice Frazier, Santa Ana, Secretary

NOTES

Ex-Superintendent Greeley of Orange Co., has been appointed Superintendent of the Whittier School.

The proposition to issue bonds to the amount of \$75,000 for the erection of a new school building at Long Beach was carried by a large majority.

Fruitvale is to have a new Union High School. The district will be composed of Fruitvale, Melrose, Bray, Lockwood and Elmhurst districts.

The Berkeley Board of Education has opened a night school and appointed A. W. Atherton as principal.

Prof. A. H. Allen, teacher in Latin and History, at the Visalia High School, has resigned to accept a position at the University of California.

Portland has voted \$30,000 to be used for an increase in the teachers' salaries.

The Great May Musical Festival, under the auspices of the San Francisco School Department, will be held April 30—May 7. It will be given by Innes and his band of sixty players and ten of the country's most celebrated vocal and instrumental soloists; an adult chorus of 1,000 singers under the leadership of H. J. Stewart and a children's chorus of 6,000 voices under the leadership of Miss Estelle Carpenter.

The Festival is on the plan of the Cincinnati May Festivals, and the music presented at the fifteen concerts includes Wagners' "Parsifal," "Lohengrin," "Tannhauser," Mendelssohn's "Hymn of Praise," and similar selections, including Mr. Innes' own "Americana," written especially by him for this occasion—its first presentation on any stage.

The new Indian Commissioner, Francis E. Leupp, has placed the "Stories of El Dorado," written by Frona Eunice Wait, of San Francisco, on the list for use in the Indian Schools.

The following Supplementary Books were adopted by the Text-Book Committee, March 9, 1905:

The Sprague Classic Readers, The Jones Readers, The Hiawatha Primer, Literary Masterpieces, Masterpieces of American Literature, The Wide-Awake Primer, The Child Life Series, Lights to Literature Readers, The Cyr Art Readers, Stories of El Dorado, and The Fifth Reader of the Cyr Six-Book Series of Readers.

Also,—“Any suitable books already on the supplementary Geography or History list may be used as supplementary readers, as may also single masterpieces of American and English literature.”

On same day, the State Printer was authorized to manufacture books as follows:

- 75,000 copies of The Children's Primer.
- 75,000 copies of The Children's First Reader.
- 50,000 copies of The Children's Second Reader.
- 50,000 copies of the Children's Third Reader.
- 50,000 copies of The Fourth Reader.

I N S T I T U T E S

MARIN COUNTY

Superintendent Jas. B. Davidson held his Institute at San Rafael, March 20-23.

The instructors were Miss Effie B. McFadden, President Morris E. Dailey, Dr. Elmer E. Brown, Dr. Frederic Burk, Hon. Thos. J. Kirk, Professor David S. Snedden, Robert Furlong, and Dr. E. C. Moore.

Principal subjects discussed were “Nature Study as an Aid in the Teaching of Physical Geography,” Miss McFadden; “Primary Language and English,” Miss McFadden and Miss McKinne; “Summer Schools,” Professor Dailey; “Agriculture and some Other Things,” Dr. Brown; “History and Composition,” Professor Snedden; “Foundation Principles” and “Physical Education,” Dr. E. C. Moore; “Points of Contact between the Grammar and the High School,” John S. Drew.

Main features of Institute: An effort to arouse the spirit of professionalism and to point out the need of teachers giving loyal support to teachers' associations. Much committee work was done during the session, and an impetus given to local organization.

KINGS COUNTY

Mrs. N. E. Davidson, Superintendent of Kings County held her Institute at Hanford, March 7, 8 and 9.

The instructors were Dr. E. C. Moore, Dr. Frederic Burk, Herbert Bashford.

Principal subjects discussed: "Literature," "Arithmetic," and "New Text-Books."

Main features of the Institute were to call forth discussions from the teachers on the subjects given by the instructors—and the new course of study for the schools of Kings County that has been in operation in the grammar schools during the present school year—also the advisability of putting Agriculture as a subject to be taught in the grammar schools.

The second brought out this resolution by the Institute:

"That we favor the continuance of the present plan of dividing the course of study into eight years in the grammar schools, and four years in the high schools, until it shall have been given a thorough test."

The teachers voted with one accord that this Institute was one of enduring profit to the teachers of Kings County.

TULARE COUNTY

Superintendent C. J. Walker held his Institute at Tulare, February 21st to 24th.

Instructors were Professor D. S. Snedden, Mr. F. F. Bunker, Job Wood, Jr.

Principal subjects discussed: "School Management," "Geography," "History," and "Composition."

Main features of the Institute: Reception by the citizens of Tulare, Musical Entertainment, Lecture by Professor D. S. Snedden.

* * *

Annual Bird Days

[Editor's note: An article on Bird Day Programs by Mrs. A. L. Park was printed in the Western Journal of Education in April, 1904.]

The California Legislature of 1905 passed a Bird Day Law without opposition, but it suffered a pocket veto, and we shall have to wait two years more before we can look for a uniform or general observance of the day.

Several states have such laws, generally combining Bird and Arbor Days, and excellent pamphlets are issued by the State Superintendents of Schools giving instruction to the teachers, and programs for the use of the schools. A Bird Day Law is permissive only, and does not compel observance. It authorizes the Governor to appoint the day, and requests all educational institutions to make use of it. Where there is no law, Bird Days are sporadic, there being no uniformity of date; and changes of teachers and officers prevent carrying on the work from year to year.

The sentiment in favor of bird protection fostered by the United States Department of Agriculture is much stronger every year. Thousands of copies of leaflets and illustrated pamphlets on many bird topics are sent out

gratuitously by the government. One of these is called "Audubon Societies in relation to the Farmer," and gives to such societies official sanction.

A few months ago I attended the first meeting of an Audubon Society, and as we scattered after adjournment, a lady who has a college title and whose presence denoted interest, asked me the name of the new organization. I said "Audubon," and she asked me to spell it. After I had spelled it she seemed to be still in doubt and asked what it meant. This true story teaches that the same things must be said over and over again, so I recount what Audubon Societies aim to do for the schools, and ask teachers to respond and make use of what is freely offered them.

Audubon Societies especially invite teachers and pupils to join them. They distribute literature; they give bird lectures, using stereopticon slides; they organize junior leagues; they conduct field days; they give prizes for compositions; they publish text-books on local birds; they print Bird Day programs; they circulate small traveling libraries of ornithological books; they place in school rooms copies of bird calendars and bird charts. The National Headquarters are in New York. Mr. Wm. Dutcher, 525 Manhattan Avenue, will be glad to receive applications from teachers for literature.

The official organ of the societies is the bi-monthly magazine, "Bird Lore," edited by Frank M. Chapman, and published at Harrisburg, Pa.

The first Friday in May is a good Bird Day to choose. Those schools which have courses in nature study often plan the spring work to lead up to such a day as a definite object. The government circular on Bird Day in the Schools, by Dr. T. S. Palmer says: "A powerful influence for good can be exerted by the schools if the teachers will only interest themselves in the movement, and the benefit that will result to the pupils could hardly be attained in any other way at so small an expenditure of time."

The California Teachers' Association recently endorsed the Bird Day movement in the following resolution:

WHEREAS, The United States Department of Agriculture has advocated for eight years the appointment and observance of an annual Bird Day for schools, in all the states, an educational movement for the protection of birds, and the economic benefit of the farmers and all the people;

Resolved, That we put this association on record as approving the observance of an annual Bird Day in the schools of the State.

The California Federation of Women's Clubs at its last annual meeting, not only endorsed the School Bird Day, but recommended to all the women's clubs of the State an annual Club Bird Day. The officers are now sending out to all the club secretaries this request. So before a uniform day is appointed by law, many clubs and many schools in California will have had Bird Days of their own.

Alice L. Park.

The Western Journal of Education

May, 1905

CONTENTS

	PAGE
EDITORIAL	425
Meeting of the Joint Board of Normal School Trustees—President Barnard on Education of Teachers—On the Effect of "Pull"—Teachers' Vacations—On the Child Labor Law.	
THE FACTORS IN THE PREPARATION OF TEACHERS.	
<i>Frederic Burk</i>	435
I. The Acquirement of General Knowledge and Culture—II. Selection of the Teaching Personality—III. The Acquaintance with the Educational Material, and its Arrangement into the Groups Which Effectually Reach Goals in Life Preparation. IV. The Acquirement of Skill in Teaching—The Apprentices System—General Conclusions.	
THE CO-OPERATION OF UNIVERSITIES AND NORMAL SCHOOLS IN THE TRAINING OF TEACHERS.	
<i>Charles C. Van Liew</i>	445
PROFESSIONAL ETHICS IN THE RECOMMENDATION OF TEACHERS BY UNIVERSITIES AND NORMAL SCHOOLS.	
<i>E. C. Moore</i>	451
TO WHAT EXTENT MAY THE TRAINING GIVEN IN OUR CALIFORNIA STATE NORMAL SCHOOLS PREPARE FOR SECONDARY SCHOOL TEACHING?	
<i>David S. Snedden</i>	457
BOOKS AND MAGAZINES	470
A Criticism on School Work in Another Country—Principles of Nature-Study by Prof. John M. Coulter—Huxley on Book Learning—Geography Teaching in India—The Archaic in Geography Teaching—Thoughts to Think—Why is it? What's the matter?	
OFFICIAL DEPARTMENT.	
<i>Thomas J. Kirk, Superintendent of Public Instruction</i>	481
State Board of Education Meeting—Reports of Committees, Credentials and Diplomas—Resolutions—The Retirement of the Secretary of the State Text-Book Committee.	
STATE TEACHERS' READING COURSE.	490
<i>Kate Ames</i>	
A Teachers' Reading Course Should Throw Into Relief Certain Organizing and Unifying Principles—Comments by Teachers.	
SAN JOSE SUMMER SCHOOL	493
WESTERN SCHOOL NEWS	494
FRED M. CAMPBELL.	497
<i>P. M. Fisher</i>	

THE WESTERN JOURNAL OF EDUCATION
711 MISSION ST., SAN FRANCISCO

Volume X
No. 5

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The Western Journal of Education

MAY, 1905

EDITORIAL

We present elsewhere the leading papers read at the annual meeting of the Joint Board of Normal School Trustees and Presidents, held at San Jose, April 14th and 15th. Readers of the *Journal* who recall the contents of our May issue of a year ago, will remember that at the San Francisco meeting, April 1, 1904, movements were set on foot to make for better practice, especially with respect to the better training of teachers. Accordingly this year's occasion was also made one for the joint conference of representatives from both the Normal Schools and Universities and the main issue was that of the joint interests of these two classes of institutions in the training of both elementary and secondary teachers. The Normal Schools were very well represented, as was to have been expected, this being the occasion of their annual meeting. Four representatives were present from the State University and two from Stanford. It is difficult to understand why these latter institutions were not more liberally represented. Special invitations had been sent to the respective faculties through the proper authorities and two of the four important papers presented were by their representatives. Every issue discussed was worthy of a joint consideration and action of both Normal Schools and Universities as belonging to the category of the State's most vital educational problems.

We called attention a year ago to the fact that these board meetings have, under the present administration, been doing a good educational work in bringing the issues involved in the train-

**Meeting of
the Joint
Board of
Normal
School
Trustees**

ing of teachers clearly to the attention of those to whose care the training institutions are entrusted, that is, both trustees and faculties. The work is a good one, was worthily continued this year, and it should be kept up. But we would call attention to the further fact that this body, conjointly with the representatives of the universities, is one which could be safely regarded as having power to act, at least to the extent of working out the common principles upon which those interested in the training of teachers could stand as on common ground. In this regard the meeting reached no results beyond the appointment of further committees, and is decidedly a disappointment. It is high time that deliberative bodies, especially if they represent any authority whatever, should make the formulation of acceptable policies, programs and lines of action a part of their function. There are times when one thinks that discussion in conventions has become a vice. At least we may set it down as an axiom that discussion which does not move to some sort of action is a vice. Educationally we have not always been free from this vice in California.

The main proposition before the convention was that of the Normal Schools to undertake the practical training of secondary teachers, a thing which the Universities are not doing and are not prepared to do. It is admitted that this status is not right. It is admitted that the normal schools can, without further equipment, go a long way in improving the situation. It is undeniable that the universities, even with the establishment of teachers' colleges, are not going to be able to cope with the problem. Finally it is evident that the present inability of the universities to deal with the problem is blocking the work of training teachers, and the interests of trained teachers, on every hand. In view of these conditions, it is incomprehensible that university representatives should show almost no sympathy for the proposed plan. They cannot solve the problem next year, nor the year after, nor for some years to come, and yet they oppose what is admitted would be a partial immediate solution of the problem. Is this in behalf of the interest of trained teachers?

The method of the "shock" is all right when it comes to addressing large bodies of teachers who may have become crystallized in practices that need to be shattered, or have been put to sleep under the soporific influences of preceding speakers. There are times when it may be positively exhilarating to hear a man commit himself to extremes, many of which appeal to no one practically. Under such circumstances, we repeat, the method of the "shock" is legitimate. But it is not legitimate; it fails, when the end in view is to get men having a common interest to stand upon a common ground and present a solid front. Then is the time for every man to remember his fallibility, and that all progress is achieved only at the cost of a compromise of personal views.

It is to be hoped that so important a convention as that representing all State interests in the training of teachers is to be repeated. It is to be hoped, furthermore, that some of these interests will be more generally represented at the next convention. The Normal Schools should not repeat the mistake of monopolizing influence in putting up the program, and the State institutions for the training of teachers should not forget that there are some other institutions in the State, privately endowed, which are also interested in the training of teachers. In fact, the invitation should be made broad and liberal enough to bring together any experience, pro or con, worth having, be it from those who observe teachers in the field, as superintendents, or those who have the making, or part of the making, of them. By all means let this idea of pooling the issues in the matter of a trained teaching service, be kept alive and at work. Let it be made the nucleus of a general revival which shall result in a strong sentiment in the State, on the part of the people at large, in behalf of training teachers.

Since this number of *The Journal* is so largely devoted to the question of the professional training of teachers, it will not be out of place to print some statements upon that subject made in the year 1881 in his report as President of Columbia University by that great evangelist of education in America, Henry Barnard. "The educational system of our country will never be what it ought to be until education is made a profession into which no one shall be permitted to enter without having first passed through such a course of preliminary training as is required for admission to the practice of other professions; and such a state of things cannot be possible until instrumentalities exist for regularly training men to this profession. Such facilities can only be secured by the creation in some of our existing institutions for the higher education of the young of chairs of instruction devoted to this express object. To one who thoroughly inspects the varied and comprehensive program of subjects which all American colleges profess to teach, there cannot but occasionally occur a sense of a singular omission. Among all this great multitude of educational institutions, not one seems to have made education itself the subject of investigation, or to have regarded instruction in the theory and practice of education as a part of its business. This is not because philosophy is incapable of throwing a salutary light upon the processes by which the powers of the human intellect may be best unfolded, or upon the form and method in which given subjects of knowledge may be most successfully presented; nor is it because the philosophy of education is so simple that its principles may be assumed to be intuitively known. Yet the latter is the view which our higher institutions of learning generally seem in their practice to adopt; since, in the appointment of their teachers, no question is ever raised as to whether or not the candidate has himself been educated to teach. No body of professional men is in position to exert a more powerful influence upon the destinies of the race than that of educators; and yet no body of men are left more completely to

accident for the attainment of the qualifications which may properly fit them for the discharge of their important functions. Education is nowhere treated as a science, and nowhere is there an attempt made to expound its true philosophy.

But, after all that can be said on this subject, there will unquestionably always remain minds unconvinced—minds otherwise perhaps characterized by sound judgment—to which the project of educating teachers to the business of education seems a purely visionary fancy. The teacher, they say, is born, not made. Education is not a science to be taught; it is a vocation to be embraced in response to an inward call. And in so far as there is anything to be learned in the art of teaching, it is only to be acquired in the difficult school of experience, and the learner must be his own teacher. Let us suppose that this is true; it can not but produce a most painful impression upon the mind of one who admits it, to call to mind the universal truth that whatever is possible to gain by tentative efforts in any description of skill, can only be gained at serious cost to somebody, and not always at the cost of the individual who profits. The actual system universally prevalent in our country at the present time is marked by faults, not to say absurdities, of serious gravity, which a discussion of the true principles of educational philosophy could not fail to detect, and which need only to be exposed to be corrected. We have created the first and only successful School of Mines upon the Continent; and we have established the only school in which a young man can obtain such a training as may properly fit him for the duties of political life. If into a great national industry, which has heretofore been prosecuted by ignorant and wasteful methods, we have introduced economy and intelligence, and if in a public service which has been worse than ignorant and wasteful, we have, by the instrumentalities we have created, laid the foundation for a coming substantial reform, we have in neither of these ways done more to advance the welfare of our own people, or to benefit the world, than we shall have done when we shall have made it possible that those to whose hands is to be entrusted the education of each rising generation,

shall be themselves properly educated to their own responsible profession."

* * *

One important point is left out of the arraignment of "pull," which we print elsewhere in this issue. It is treated there from the objective standpoint; its subjective effect is no less harmful. The person who depends upon the strength, power, or chicanery of another to get him what he wants is making the discredited appeal to authority where he should appeal to reason; he is making himself servile where he should be independent; he is making himself something less than an able and self-maintaining person, and, at the same time, is giving the person to whom he appeals more authority and power than a citizen in a democratic state should have. The appeal to the powerful is old-fashioned, but in our country it is out of fashion. Here every man is to count for one, but if some do not rely upon their own strength, they cease to count for one, and the others who act for them count for two or three, or as many as they act for. Nothing can be more shameful than to surrender one's independence and confess one's inability to take care of himself. The person who asks others to support him is a pauper and pauperism is a progressive disease. The person who relies upon the patronage of others is a pauper also and servility is a progressive disease. On the other hand the patron blooms into a tyrant, nowadays called by the less offensive name, "boss," who because he counts for more than one and can treat his followers as things—persons no longer, since they have surrendered self control to him—is a very dangerous man in our government. It makes very little difference whether a boss has few or many people in his pocket, they are sure to smother there and he is just as sure to be an enemy to the democracy. Using a pull to get a school is the same sort of thing as using a pull to control a Senate; both of them are unAmerican, baneful and pernicious.

**On the
Effect of
"Pull"**

At its meeting on Saturday, April 15th, the Joint Board of Normal School Trustees appointed a committee to devise ways and means to discourage, or, if possible, abolish the use of pull by the graduates of universities and normal schools when seeking positions. The officers of these schools have long been opposed to all such efforts to get an unfair advantage over other candidates who are equally or better prepared. They have thought the use of them unmanly and contemptible. Now they propose to do what they can to establish a better sense of fair play and no favors among their students. In this way they believe that the morality and the effectiveness of the teaching profession at large, as well as of their own graduates, can be greatly increased.

* * *

There is one town in California which stipulates in its contract with its high school teachers that they shall attend the summer session of the University. A Superintendent in another county warned the teachers in his institute to shun the summer school as they would the plague. **Teachers' Vacations** Your work is hard, he said to them, and you need the entire vacation for recuperation. Here are two radically different views on the spending of the vacation. The former is by far the sounder view, according to our notion. Do you know of any other business which requires a vacation of three months, or permits it? Business men do not require it, college professors do not require it, and do not get it, seldom or never securing more than two weeks or a month of freedom from study during the year. And, while it is true that school-room work is very wearing, three months is time enough to recover from a severe illness and its effects are not quite as bad as that. As a rule, a normal person finds himself unable to spend more than about a month in resting; after that he becomes impatient for work again, and if he is forced to take a longer holiday, is usually far harder worked in devising ways to get along without working than

He would have been by his regular labor. Killing time is proverbially a wearying, disorganizing, and debasing occupation, the worker with a long vacation on hand must kill time after the first weeks, and the chances are that the teacher who puts in the whole vacation in recuperating will do enough time killing to be worn out at the beginning of the next term. The vacations are long not for the sake of the teachers, but for the sake of the pupils. Adults do not need two hundred days of rest each year, but children do, and the long vacation is for them. The counsel to spend the entire vacation in recuperating is equivalent to advice to waste it. No active person needs so long a rest and those who take it will not only waste their time, but most likely find themselves worn out, impatient and fretful at the end of the vacation. If the summer schools in any way harmed the teachers who attended them they would long since have been discontinued in the East, where the days are hot and humid, and the teachers much more worn by an exasperating climate when the vacation begins, but instead, the number of teachers attending them has increased every year until they are now a fixture in school work. Here the wear and tear of school work is less because the wear and tear of the climate is less and the summer brings ideal weather for study. For these reasons California should in time have the most populous summer schools in the country.

There are special reasons why a great many teachers should attend them this year. The University is, for the first time in its history, offering work in the subjects which are taught in the elementary schools. This is an innovation which it believes should be of much use to the teachers throughout the State. If these classes justify their existence, they will be permanent; if not, they will not be offered again; in other words, if the elementary teachers will use the University, it will continue to be useful to them. It is hoped that the innovation will call forth a hearty response in the way of attendance. The Normal School at San Jose is keeping its training school open for the first time and offers an enlarged course, which also should be justified by the presence of a large number of students. We have said that the teacher does not need

the long vacation for the same reason that the children do—for play and physical growth. We think he does need it for the same reason that adults do—for a change of interest and of work.

* * *

The last Legislature did a notable service for the schools of the State by passing a law fixing penalties for the employment of children in factory work before they have passed the age up to which they are compelled to attend school. Some complaints are being made concerning this law; they should be instantly discouraged. It works no injustice to anyone, except here and there to an idle, shiftless, or greedy parent, or a grasping and heartless employer of labor who is unchristian and inhuman enough to ruin the growth and the future health of little children in order to make money out of them.

On the Child

Labor Law

The law is entirely in harmony with the fundamental principles of legislation. It was passed to check an intolerable abuse and to guarantee to helpless children their right to an education and to the State its right to have its citizens able-bodied and intelligent. It is sometimes said that the children belong to their parents and the parents should be free to do with them as they see fit; that is not so, the children belong to the State and the State must train them in their youth, or it will have to punish them in their age. Most of the children who work in factories before they are fourteen years of age will inhabit almshouses before they die, so the State is not merely insisting upon having a trained citizen, but at the same time insisting that she shall not have a "pauper" made of the child when she forbids him to work in a factory during the period of childhood.

But do not many poor widows need the support of their children, even before they are fourteen years of age? This is a fa-

vorite view of the sentimentalist who knows next to nothing of the facts. The widow who needs the money which tiny children can earn is a mythical existence. A census of children at work in the chief manufacturing states shows that about one-tenth of one per cent of them are the children of a widowed mother dependent upon them for support. Again nature intended that the adults should support the children, not that the children should support the adults. If a parent is too poor to send his child to school the State will help him to do so; if he is too poor to provide food for his family, the State will and does provide it; if he is sick, the State provides a hospital for his care; in short, when he is in extremity, the State provides every necessary that he may require without expense to him; but, on the other hand, the State requires that he shall not handicap one of its children by putting it to work to get what is provided in other ways, and the State is right in doing so. If there are younger children in the family to be supported, the State has provided rather lavishly for their support. Children do not need to be put to making a living for children, they do not need to be put to making a living for their parents; they need to have a chance to grow, to learn something; the purpose of the child labor law is to guarantee to them that chance. The person who denies the principle which dictated it is an enemy not only of childhood, but of the State. Every friend of education will fight for it as an Englishman would for the provisions of Magna Charta.

The Factors in the Preparation of Teachers

[Read before the Joint Board of California State Normal School Trustees, held at San Jose April 14, 1905.]

This paper aims to be a report upon the various tendencies and their goals which have become more or less manifest in California in the preparation of teachers for service in the public school system. While these tendencies have by no means been supported by universal, nor even by a majority sanction, nevertheless they seem to the writer to represent, with tolerable accuracy, what is now coming to be the necessary standpoint.

The adequate preparation of teachers must embrace, as main factors, the following:

1. The acquirement of general knowledge and culture of the degree and character possessed by the citizen of general intelligence.

2. The selection of those who possess a native personality for teaching, and the elimination of those seriously lacking in this type of personality.

3. The acquaintance with the material in which the schools give instruction and some individual ability, obtained by special training, to select and group such materials according to goals to be reached in each subject of instruction.

4. The acquirement of skill in teaching. This skill must be specific to each subject, or kind of material, in which instruction is given, and also specific to the school grade.

I. The Acquirement of General Knowledge and Culture

This factor of a teacher's equipment differs in no way from the general knowledge, sentiments and habits of life which every good citizen of general intelligence possesses. The acquirement of these knowledges, therefore, does not belong to a special school nor department for training teachers, but to the common educational system, beginning with the primary school and continuing through the high school and departments of general knowledge of the universities. This general educational system is the basis, common to all vocations or special pursuits of life, and must precede technical training. The normal school, as one such technical school, follows after the general education is acquired. It will always be cumbersome, uneconomical and confusing, though under some conditions perhaps temporarily necessary to mix the work of the professional and tech-

nical training of teachers with the acquirement of the non-technical general education. The contention has been made, and with some force and justice, that the high schools and universities do not give the breadth and balance of information and of common sentiments necessary for intelligent citizenship. The argument has followed, therefore, that the training schools for teachers should attempt to remedy these defects by offering better general courses. If it is true that these shortcomings exist in the high schools and the universities, then the evil is one which is as serious for other classes of students as for those intending to become teachers, and it should be corrected in these institutions. The energies of the normal school and of educational forces in general should be used in pointing out and insisting upon the correction of the shortcomings in the institution where the correction belongs, for the benefit not only of those intending later to specialize as teachers but also of those destined for other walks of life. Much of this criticism, so far as the high schools are concerned, is due to the influence of certain university departments insisting upon technical preparation special to these departments, to the neglect of more general and broader interests of life.

Hence instruction in matters of general scholarship is the function of the common educational system. Normal schools, as technical schools, must restrict themselves to the training which is special to teaching.

II. Selection of the Teaching Personality.

Personality, at least so far as any system of education has yet devised, is not a factor which schools have been able to manufacture to order. Personality is either a matter of inborn heredity, or it is, by eighteen or twenty years of age, so strongly rooted that it is folly for any school to undertake to remodel materially or create any new elements. Yet on the other hand the success of any teacher depends, in large and controlling degree, upon this native fitness of personality. The best and only thing which can be done at present is *to select* the personality. Justice, both to the novice and to the schools, requires that this be done, and while it is a difficult task, nevertheless the situation must develop the necessary judgment in those responsible for the certification of trained teachers. The only possible basis of selection is the test of teaching experience. The adaptability of disposition to children, patience and sympathy are only shown by the teacher in her class.

Hence the responsibility of selection must rest with the institution which furnishes experience in teaching—the normal school.

III. **The Acquaintance with the Educational Material, and its Arrangement into the Groups Which Effectually Reach Goals in Life Preparation.**

We are prone to say, in a glib sort of way, for example, that nature study trains the observation or creates a love of nature. There is no doubt that certain groupings of the facts and sentiments pertaining to that nebulous area known as Nature, presented in a more or less definite way, sometimes trains observation in a special line, or under another series of conditions, creates a love of Nature. Wordsworth studied nature and learned to love it, in a certain way, but so also a pot-hunter for the market, a lumberman, a farmer, etc., study nature all their lives but do not necessarily get the attitude or results which Wordsworth obtained. Some men have studied nature and the product is religion; for others, it is irreligion; for others, philosophy; for others, worldly wealth; for others, science, and so on. Very clearly much, if not everything, depends upon the particular facts selected and the sentiments associated with them. Men may be trained in the scientific aspects to get science; in the industrial aspect, to get commercial values; in the religious aspects, to get religious sentiments; in the philosophic aspects to get philosophy, etc. Moreover, the same series of facts may, according to the order and relationship within the group, produce the widest differences in ultimate goals. The same facts out of which Darwin constructed his evolutionary doctrine, in different order of arrangement might have been made a poem, an inventory for a circus menagerie, a geographical paragraph for pupils, memorizing, etc. Noah made a similar inventory, we are told, but he probably never caught a glimpse of Darwin's dogma.

It is at once clearly manifest that the special groupings and the arrangement within the groups, of material for educational purposes is a factor of first importance. It is essential that the teacher should have a mass of information and sentiments from which he may select and group data, and this state can best be reached by general courses in our high schools and universities. But for each goal in life there is necessary a special grouping of data and a special order of presentation. It is one thing, for example, to have as thorough a mastery of science as the university courses now give, but quite another thing to select and group, from this knowledge, the material necessary for meeting the present demand for an agricultural knowledge. The graduate of the scientific courses, however wide his knowledge, stands upon new and unbroken ground when as a teacher he attempts to arrange a course of this kind for elementary grades, or again for the high schools, or again for a technical agricultural school. It is an entirely new form of problem

each time, be his academic knowledge as wide as that of all scientists and farmers combined.

Yet it must be realized that this educational phase of the matter, if our education is to be effective, is absolutely essential. The same condition faces us in history, geography, physiology, literature, arithmetic and language. We must have a granary of general knowledge from which to select, a clear and specific comprehension of the specific goal to be reached, a power of selecting from the granary the material pertinent to the goal; and finally, an ability to adapt or arrange this material in a manner which shall be grasped by different orders of pupils.

We may as well admit that the educational forces have never grasped an adequate recognition of this situation and its necessities. After centuries of educational endeavor, it is still a new problem for us. We have been shooting at random in the dark, following traditional habits without thought of outcome, mouthing familiar but senseless phrases, such as "nature study trains the observation faculty," "poetry trains the imagination," "arithmetic the reason." Yet after all why do we teach those groups of facts in history, that group in physics, this group in chemistry, those processes in algebra? To what life goal does each lead? What clear results have been noted in actual experience? From such questions we schoolmen turn with a sense of dizziness — we have really never thought of educational values. Yet, *these are the problems of education sine qua non*. It must nevertheless be plain that if the schools are to meet the demands upon them from the social, civic, industrial, aesthetic, scientific and philosophic phases of modern civilization, we teachers of the young must clearly see the specific goals, and with each in view select and arrange the educational material specifically for these respective goals. There are millions of possible groupings, but civilization, luckily, uses only comparatively few of them. The selection, imperatively necessary, is determined by life's values. Some type of institution must take upon itself the leadership in the training of experts in this work of shaping material to life goals, for as it is we are as rudderless as a derelict at the mercy of ocean tides. We are governed at best by tradition, and by the vagaries of the exploded doctrine of mental discipline, and other dogmas of a pedantry which suffer, for reasons of public health, their long delayed burial.

The question of the institution which shall undertake leadership in this field is an open one. Certainly, however, it is not a necessary nor logical part of the work of the institution which furnishes experience. These questions must be tolerably well mapped out, and the work of teaching must be fairly well planned for novices in teaching before they begin their work. We may say then, at least, that this factor in preparing teachers does not belong to nor-

mal schools. Probably, however, no more profitable duty could be selected for the educational departments of universities. It might mean radical reconstruction of much of the present attitudes in these departments. These problems of educational values can not be approached from the standpoints of deductive philosophies nor from the pedantic dogmas which have heretofore attempted to stand for pedagogy. Leadership in this field must be represented by men of modern life in all its active forms, who are in living touch with life's goals, and who can direct education toward them.

Hence, it is necessary to create, for the training of teachers, a new department which shall specialize in the work of shaping educational goals to life's uses, in evaluating studies and classifying data to reach these goals and values. This work, as more or less theoretical, probably should be made a part of the university pedagogical departments; certainly not of normal schools.

IV. The Acquirement of Skill in Teaching

There can be only one preparation for skill—*experience*. In every occupation, the only mother of skill is experience. It is singular, nevertheless, that in education all sorts of substitutes have been put forward and more or less gravely attempted; common among these are the book studies of theoretic pedagogy, of psychology, of child study and what not. All of these may possibly be preparations for other useful purposes, but for skill no substitute for experience has ever been found in any occupation. However, there may be and are several more or less favorable conditions of experience. We may have intelligent experience and unintelligent experience, experience with thought, and rule-of-thumb experience without thought. Two general kinds of conditions have already been thoroughly tested:—experience obtained in teachers' training schools, and on the other hand, experience in the schools without previous preparation in training schools. The two may be profitably contrasted. We can plunge the novice into the public schools and leave time to work out his destiny. Under such a condition the novice, if he possesses a very keen and adaptable mind, if he is natively reflective, if he studies methods in the light of their results, learns both by his successes and his failures, and in time may develop into a skillful teacher. As a principle of training, however, this system has many disadvantages.

(1.) *Unprepared experience provides no adequate system of eliminating the unfit personalities.*

Natural conditions of the public schools have not specialized a system by which the unfit personalities can be promptly detected nor, if detected, eliminated, nor can we expect that the general public school system, with so many problems to meet can ever develop

an adequate means of elimination. The unfit personalities continue in the schools for years, drifting from one school to another, with each successive failure inflicting injury upon themselves and upon the hundreds of pupils brought under their charge. We at once recognize these facts as among the most serious now universally affecting our school system.

A special school supervised by a body of supervisors experienced in the detection of unfitness of personality and with power to eliminate them must be recognized at once as the necessary means of elimination.

(2.) *General experience compels the novice to meet ALL the various difficulties which beset teaching at one time—and this at the most unfortunate time of all, the beginning.*

There can be no segregation and orderly presentation of difficulties so that each may be grappled with one by one in public school experience. The chances of discouragement and defeat are consequently multiplied.

A special training school for novices is readily able to segregate the difficulties—difficulties of class management, foresight of impediments, difficulties in teaching each of the several subjects of instruction—and so to arrange them in orderly fashion that the novice, prepared by foresight, can meet each difficulty separately, and mastering this, proceed to another.

(3.) *The novice in public school experience must learn by his failures as well as by his successes.*

It is questionable that he will always, or even generally, recognize his failures as such. In the meantime much time, at best, is lost both to the novice and to his pupil. Bad habits are ingrained, often never to be eradicated. It may, and generally does, as any of us know by our own experience, require several years to reach a point of general skill. On the other hand the method of learning by mistakes is not a necessary and essential method of learning. A successful trial is just as effective and requires no elision of acquired bad habits.

It is possible in a special training school to inform the novice in advance of the successful method, and his experience then becomes merely drill in establishing and perfecting a successful habit.

(4.) *To permit novices to gain their experience in the public schools works a serious hardship upon the pupils of the public schools, placing the education of the pupils at the mercy of unfit personalities, of the method of learning by making errors, and of the long period of probation by which, under the most favorable conditions, possible skill is finally obtained.*

When we are confronted by the fact that twenty or thirty per cent of the teaching force must be regarded as in their novitiate

period or passed into the stage of incompetency, affecting thereby an equal percentage of the pupils of the public schools we are brought to a realization of the educational cost to pupils of the system of attempting to train our novitiate teachers in the public school system.

A school for novices can be so managed, under special provision and presentation, by adequate supervision through a competent faculty, which can train teachers and yet on the whole be a school of superior advantages for the pupils. The public schools are entitled to receive as teachers only those who already possess fit personalities, and have passed the Rubicons in each separate difficulty which besets teaching.

(5.) *The experience of an isolated novice in the public school system is not, except in the rarest cases, intelligent experience.*

At best it is rarely more than rule-of-thumb skill that is developed. Intelligent experience can only be developed by reflection upon experience. The best educational means we have discovered for obtaining reflection is discussion of the personal experience of persons teaching. This is not adequately possible in the public school system.

The training school can readily furnish this opportunity for discussion under the best possible conditions. The training school supervisors can focus the attention and discussions upon the essentials and save the energy from fruitless discussions upon false or immaterial issues. In passing permit the remark that discussion to be intelligent must be upon *personal* experience and be undertaken *after* the experience. Discussion based upon others' experiences, or prior to personal experience, is worse than time wasted and though still common in normal schools and college pedagogical courses, it must be regarded as one of the chief causes which bring just ridicule and condemnation of pedagogical teaching.

(6.) *Experience gained in the public school system gives slight opportunity for developing the judgment of relative values and of the bearing of any group of information or sentiments upon life's uses.*

On the contrary the novice is continually confronted merely by the requirements of the bare course of study, or the still barer doctrine of tradition. We see the results in our school system—an army of tens of thousands of teachers, who from the highest to the lowest are always shocked by a question upon *why* they are teaching Algebra, *why* they are teaching the facts of Bacon's Rebellion, *why* they are teaching the causes of climates, *why* they are teaching Latin, etc. We shall never be wiser as long as we have no center of agitation for this field. A training school in itself will not be the best organ for developing this educational field. But general

attention directed to this field of educational values will in time develop some sound concensus in these matters and will furnish finally a body of judgments in which a training school may most profitably train its novices.

(7.) *Conclusion.* In summation, therefore, we may conclude—that the system of training teachers by the method of inflicting their novitiate periods upon the public school system, may, under favorable circumstances and allowing several years probation, develop mechanical skill in this way, but such a system does not provide for the elimination of the unfit early enough, if at all; that it compels the novice to meet all difficulties at the outset, thereby inviting a large percentage of failures which might be saved, could a system of orderly presentation of difficulties be met one by one; that the method is at best largely that of learning by correcting mistakes, and inviting the perpetuation of bad habits; that the method inflicts upon the pupils in the public schools a continual percentage of twenty to twenty-five per cent of novices or permanent incompetents in the teaching force, that general experience is rarely intelligent and the teaching force becomes governed merely by the hard and fast rules-of-thumb; that the most important end—that of knowing the goals in life to which their instruction should lead—cannot be thus acquired. On the other hand all of these difficulties, with the possible exception of the last, are readily and satisfactorily met by special experience schools for the training of novices.

The Apprentice System

A device which has often been suggested but never used to any great extent is that of the apprentice system. It has been often suggested in connection with preparation of high school teachers. This plan, as generally put forth, would place the novice as an assistant to a regular teacher in the public schools. The plan would be better than that of no novitiate period in that it would not inflict so serious a blow to the educational rights of pupils to skilled teaching; it might to some degree slough off the unfit in personality, and avoid the method of learning by correcting mistakes. But such a system would in itself prolong rather than meet the real difficulties. At some time the novice nevertheless should have actual experience under favorable circumstances of an orderly presentation of difficulties, close supervision by supervisors skilled in training novices, opportunity of discussions of experience and of the goals and purposes of their teaching, etc. Those who advance any plan less than this offer a weak substitute for the training school and those who offer as much simply describe a training school under another name. The training school under whatever name is, under existing condi-

tions, an essential if we propose to go into the business of training teachers.

General Conclusions :

We are now brought to the question of the proper auspices of the training school and the relation of normal schools and universities. The problem is so honeycombed by the vagaries of traditional practice and baseless dogmas that brevity will require that I state somewhat dogmatically the position I believe the experience and judgment of those most closely engaged in the training of teachers now justify :

I. General schools furnish to the students all academic training and normal schools should, except in regions where local conditions have not developed a strong system of high schools, be strictly professional, that is, they should be essentially training schools of experience combined with opportunities for discussion of this experience as it progresses, in a way that shall make this experience as broadly intelligent as possible. As yet, however, the high school system is not fully complete and in some sections the normal schools are not surrounded by a sufficient number of high schools. This condition must be met by supplementary academic work in the normal school, but such a compromise must be regarded as a temporary expedient necessary in the interest of providing these regions with trained teachers.

II. With this well defined dividing line of function—the high school and colleges providing the general education and culture common to all vocation, and the normal school as a special school technical to the training of teachers in the factors which experience gives—it follows as a logical and economical necessity, that the normal schools must equip themselves, to train, by means of suitable experience, high school teachers as well as elementary teachers. To this end high schools must be maintained in connection with the normal schools in which this experience may be secured. Of course the students admitted to candidacy for the high school diploma must be university graduates.

III. The training which any student receives in the experience departments of the normal school must be specific to each subject. A student whose experience has been that of teaching first grade pupils to read must not be presumed to be trained in teaching physics in a high school nor grammar in the seventh grade. The experience school, if it is to do its work adequately and effectively, must require experience in all subjects which the certificate shall authorize the teacher to teach. Our school law, permitting the high school certificate to be valid for elementary school work, should be amended. Moreover the high school certificate should state upon

its face what subjects the holder is authorized to teach, for, manifestly, a student trained to teach physics is not necessarily qualified to teach Greek as the law now permits.

IV. The normal schools must, in no sense nor degree, be experimental schools, but, working towards goals already recognized by the general public school system, proceed by methods equally recognized as sound, legitimate and the most direct. They must follow not attempt to lead the public schools. If experimental schools are established they should be attachments of the university, as laboratories devoted to the purposes of research by research students.

As this plan is worked out it will unquestionably become more generally recognized and admitted than at present, that the least period of experience for securing an elementary school certificate is one year and a half, and that in order to secure a high school certificate to teach four subjects will require at least a year in the experience school. In order to bring the university course and the experience course within a reasonable period of time, some adjustment with university courses will be necessary, perhaps leading to a recognition of at least six months experience as a part of the requirement for a university degree; and also such grouping and adjustment of university courses as shall give a well rounded education in the courses of general culture, with specialization in fields in which students will apply for certification. This end can readily be accomplished by emphasis upon subjects of content and an elimination of the many university courses whose only value is admittedly dependent upon the exploded dogma of general mental discipline. The features of this section may however be safely left to the friction of needs and time.

There has been purposely omitted from this plan any extended discussion of the relation between the pedagogical departments of the universities and the normal schools, for the reason that experience of the past decade has shown that no relations are necessary; they have drifted apart by natural gravitation. University departments will never thrive in an effort to do the practical work of training because the whole spirit of the universities is in the line of theoretical scholarship and research such as is possible by use of library and laboratory. As such, they probably will render their best service to education in the fields of research, in agitating discussions, in establishing educational goals and educational values. On the other hand the normal schools have become schools of experience and should be held responsible for the products of experience. The final certification of all professionally trained teachers, both elementary and secondary, is a responsibility for which the institutions which select the personality and the training in skill, must be held accountable.

FREDERIC BURK.

The Co-operation of Universities and Normal Schools in the Training of Teachers

This paper is, in effect, a discussion of the preceding by Dr. Burk. Having opened this subject a year ago, before the Joint Board (see *Western Journal of Education*, May, 1904), it has seemed desirable for me to avoid the repetition of some fundamental ideas presented at that time.

It ought to be the purpose of this Joint Board at its annual meetings, or of this Joint Conference of University and Normal School men and women, if it is continued, as, indeed, of every deliberative educational body which expects practical results from its work, to avoid the discussion of things in general, no matter how they glitter, and to make for the issues of practise. These discussions ought from year to year to arrive at something in the comparison of experiences and ideas worthy of affecting practise; and each successive discussion should present a distinct, practical advance over the preceding. It is by taking some stand in common with respect to practise that we shall be able to get ahead in dealing with the real issues that trouble us.

It seems to the present speaker that the paper presented by Dr. Burk is the best statement extant of the main issues pertinent to the training of teachers. Personally I could take some slight exceptions to a number of his statements. But in essentials it not only seems sound, but offers an excellent basis upon which those in this State who are interested in the cause of trained teachers, can present a solid front, test practical issues, and achieve some progress.

It should, perhaps, be the first function of this present discussion, which is to deal with the co-operation of universities and normal schools in training teachers, to suggest that the higher ends of either university or normal school, so far as they are both concerned in the problem, will not be reached until some such fundamental maxims as those laid down by Mr. Burk have been recognized by both. I want to suggest, furthermore, that we possess in his conclusions, not merely his personal views, but a summary of what our experience in America, especially here in California, has been making for in this matter of training teachers. Regardless of persons, things shape themselves these ways. For this reason, by jointly recognizing the common trend and the common achievements, it ought to be possible for us the more readily to attain greater effectiveness in present work. Nor need such effort to effect a common basis of procedure and to present a common front, in the least mar the individual freedom of any school. The laws of the State wisely permit

more or less local autonomy and adjustment, and it is a good thing that individuals be given such freedom in meeting issues. It stands to reason, however, that a more or less harmonious recognition of fundamentals rather furthers than checks the value of personal effort. I believe that we are all after the main values dwelt upon in the preceding paper.

There is one statement in Mr. Burk's paper to which I wish to call special attention, because it seems to me to need either modification or further explanation. In his last paragraph he states that no relations between pedagogical departments of the universities and the normal schools are necessary,—that "they have drifted apart by natural gravitation." In one sense it is true; the separate phases of the work of training teachers to which each must unquestionably devote itself may be well defined. The normal school is the experience school for the teacher; the university is the culture school and the school for the study of educational goals, values and materials as such. But it is difficult to see how either school can successfully satisfy the demands upon it without some consciousness of the relation which the two parts of the whole bear to one another. How the Normal School, the school of experience, in other words, can most effectively call out the best powers of the secondary candidate in experience getting without co-operating more or less consciously with those who have directed his preliminary training it is difficult to see. This is particularly true of that work which Mr. Burk specially designates as the province of the University, the work of "shaping educational goals to life's issues," and of "evaluating and classifying data to reach these goals and values." This work he definitely places outside of the province of the Normal School; but in so doing a very definite relation in the training of teachers between normal schools and universities seems to be called for. Already our young secondary teachers are coming out of the universities with some very definite ideas of what their special culture stands for, and of what it may be made to do for their pupils. Some of them, for example, as Dr. Burk pointed out, are worshippers of the dogma of formal discipline, convinced that some subject or other possesses peculiar powers for developing memory, imagination or reasoning. Again, it is not uncommon to find that the emphasis which some inexperienced teachers in secondary schools give to certain subjects and parts of subjects is out of all proportion to their relative values in the secondary curriculum. All these attitudes arise not merely in the process of getting the culture, but are a result of ideas with respect to teaching which have been inculcated. All such situations suggest the imperative need that both parties in the training of teachers co-operate in the direction of those common standards of practise, without which theoretical train-

ing and experience getting will be at variance and wasteful of energy.

The question of practical training for secondary teachers is rapidly becoming more and more urgent. At present in this State, recommended graduates of the universities may not only enter the secondary field, but may also become competitors of the normal graduates in the elementary field. In neither case have they, for the most part, any acquaintance, whatever, with directly practical problems, or any technical skill in handling classes. In case they enter the elementary field their deficiencies become even more glaring than in the secondary, for in the former case the skill and knowledge of problems required is even more technical, if anything, than in the latter, and the pupils far more removed from the mental plane of the teacher. The whole situation, in fact, is one which emphasizes how far from the standards attained by normal schools in training elementary teachers, the work of training secondary teachers still remains. California is more fortunately situated than many states. The difficulty lies not with the departments of education. For the most part they have understood perfectly the great deficiency in training secondary teachers. For a number of reasons they are unable to act. The difficulty grew out of the tremendous growth of the secondary school system in this country, and the inability or unwillingness of universities to give adequate support to their own educational departments. There is to-day, no college or university in this country which maintains an equipment sufficient to furnish even a part of a term's experience in actual teaching to those whom it is supposed to be training for the secondary service. Even Columbia University which gives more attention to the illustration of teaching practise than any similar institution in the land, does not begin to meet the issue. In consequence only 2-3 per cent. of secondary teachers enter service with any practical training whatever. Fully 97-8 per cent. must first work blindly at a positive disadvantage both to themselves and their pupils for years before they attain that proficiency which a term or two of guided experience in training might have supplied. During those years they run danger of cultivating unfortunate habits of work which they will probably be unable to eradicate. Almost every university within the United States, furthermore, is facing more practical issues of this kind than it can successfully cope with. Ordinarily it is the departments which touch great financial interests, such as agricultural schools, civil, electrical, mining and mechanical engineering departments, and the like, which receive first financial aid. Speculations are still common among university presidents as to what relation the educational departments should really bear to the university as a whole. Other, more strictly academic departments of the university often, and not unnaturally,

view every encroachment of the educational department upon the time of a student as so much crippling of his culture and specialization. This contest between the cultural and professional needs of teachers which has become sharp in some university quarters, is one which must be considered carefully, for there is justice in the demands of both sides. Probably if we all said what we think here, it would be that both elementary and secondary teachers get into service with too little culture and training, and professional spirit and skill. The university department is right which demands that more of the student's time shall be spent in the attainment of culture and training; but so is that other department which demands that he shall not enter a special field of service devoid of any ideas as to its goals, or skill in its methods of procedure. The weakness of the college graduate in matters of class management and instruction has in many sections of the country brought about a preference for normal graduates with their inferior culture, but practical teaching skill for secondary work. This fact has found final recognition in Michigan where the one-time State Normal School at Ypsilanti has been converted also into a quasi-college, doing college work as a part of its professional training of secondary teachers.

Let us put still further emphasis upon our lack in this particular by comparing with the requirements for admission to secondary service in Germany. Upon completion of the Gymnasium at about the eighteenth year, after nine years of severe secondary training, the students pass an average of four years general culture and specialization at the university; one year special preparation for the State examination, one year seminar work with experimental teaching, and one successful probationary year, before he can be finally certificated. In all, his preparation for secondary service as a teacher has cost him seven years' work subsequent to nine years as a student in the secondary schools.

In this country evidently the whole problem of the practical training of secondary teachers has burst upon us all at once and with tremendous proportions. The demand is far greater than can be met off-hand by any university. Yet we are rapidly coming to the conviction that what seems so nearly impossible, must somehow be met. The normal school as the institution for the practical training of teachers, the institution which has been steadily growing more professional and more devoted to the idea of guided and thoughtful experience-teaching of its candidates, offers the best solution of the secondary teacher's problem. It involves furthermore but a slight expansion of facilities already at command. How these facilities might be utilized in detail was discussed by me before the Joint Board a year ago: so that I forbear any repetition of that line of argument here. Suffice it

to say, that in the face of the evident inability of other institutions to cope at once adequately with this problem of giving candidates for secondary service guided experience, it seems like economic folly to consider the question of the scope of normal schools definitely closed. We have before us the problem of a speedy adjustment to a great demand. Normal schools are undoubtedly open to just criticism in many ways; but if there is any institution standing readier to do the thing which needs to be done, it should be asked why it is not doing it. The normal school has this advantage,—it is ready to do the work *now*.

Another problem in which university educational departments and normal schools are bound to be jointly interested is that of the training of a supervising force. The normal school is interested in this problem because it is training the coming force of elementary teachers, who are to be subject to, and directed and sympathetically understood by, a supervisory force. The university is interested in the same problem, because the supervisory force is the one exerting the greatest influence in all matters of subject-matter, curriculum and educational goals. The university, as the institution dealing above all with the large problems touching educational goals, values and the like, should furnish not only the more liberal general culture demanded of supervisors, but their larger educational views and ideas as well. It follows, therefore, that the best avenue of approach to supervising positions should be through both the normal schools and universities. Courses should be so arranged in the latter as to make it an object to those looking toward the supervisory work to be familiar with the training of both institutions, for both contribute fundamentally to public school practise.

It is not to be denied that the fundamental defect in normal school training at present is lack of culture and lack of training in the arts common to educated classes. I am speaking now of what we must often find true of a fresh graduate. Here again there is call for a somewhat more liberal co-operation of normal school and university courses. Every possible inducement should be offered those trained at normal schools to avail themselves of that more liberal culture and training which only a university can give. It would, in fact, be a benefit to the State if universities could make it an object to experienced teachers to enlarge their cultural attainments. A number of such more liberally trained individuals distributed throughout the teaching body of the State, always reacts beneficially upon the rest. They become the bearers of new life, spirit and ideas wherever they go. It is well worth the while of the State to have the higher ambitions of these people well at heart. The summer schools are doing much for them; but nothing should be done to prevent those teachers, who have good training of any kind and

good experience, from availing themselves of the best. In no respect does the teaching body itself feel a greater need, than is expressed in the words "riper scholarship." Nothing, perhaps, could react more vitally upon the very substance of school work than better scholarship on the part of teachers, and a better knowledge of the methods and materials of a student. In the best sense the normal school is not in a position to furnish these, for the reason that it is so largely engrossed in the professional aspect of its work. Hence there is a call for all the reaction that can be had from the university upon the cultural attainments not only of secondary, but of elementary teachers.

The last point to which I wish to call attention as open for the co-operation of universities and normal schools relates to the attitude which they should have toward their own graduates in service. I doubt if it is wisdom, for any, even State institutions, to possess, in effect, the power of final certification of its graduates. There should be some law devised requiring that all graduates of normal schools and universities, who enter teaching service, give evidence of successful experience, say for two years, such evidence based upon special supervision, probably of joint institutional and State authorities, before final certification. There is almost no other profession in which it is equally possible for one who is a flat failure in his profession to continue afflicting a community. There will be no measures taken in this matter until those institutions whose efforts perhaps are least in need of it, take the initiative. The influence will have to move from the top down. Not so much, then for their own good or the good of their graduates, but to give the right impulse to the entire teaching body, should universities and normal schools co-operate in behalf of a law which will make the final certification of teachers depend upon evidences, not in shadow but in substance, of successful experience.

CHARLES C. VAN LIEW.

Professional Ethics in the Recommendation of Teachers by Universities and Normal Schools

The subject which I am to discuss before you is a very practical one. Theory shall not enter into my paper, for there is no need for speculation concerning it. All that I need to do is to present the facts, and then to ask what can we do about them?

I take it that no American is quite complaisant over our American way of doing things in public life. I take it that few of us have failed to shrink a little with horror and shame, as we read Mr. Steffens' indictment of American citizenship in his series of papers on the chief cities of our country. I think there are few of us who do not, at least incipiently, redden when we read, in the impressions of such a friendly critic as Mr. James Bryce, that the government of cities is a blot on the escutcheon of our democratic system, that, whatever else they may or may not be, in England and Scotland it is assumed that city officers are incorruptible, and there it is not deemed a difficult thing to have a city honestly governed; while here a bitter experience has taught us to assume that city officers *are* corruptible, and that an honest government is of all things the most difficult for us to secure.

What American has not felt as though cut by a whip, at the thought of the contrast between the incorruptibility and efficiency of the Japanese administrative service, and the Chinese or Russian-like corruptibility of our own. No first-class nation, it has been said, is so pre-eminent for administrative awkwardness as the United States, and at the same time we must remember that no nation in the world can so ill afford to risk her safety to such standards and practices.

If low standards of conduct in business and in public life have come to stay for any length of time, they signify only this, that we have entered upon a period of decadence, and, with all our resources, and resourcefulness, are sinking into a second class power. No American is satisfied with that prospect and no American need be satisfied with it. There is another way and it is indicated I think by the saying: "We must educate our youth in moral as well as in physical and intellectual ways or we shall perish by our dishonesty." All over the land the voice of civil protest has been raised at least loudly enough to prove that the stern Puritan spirit which made the nation is not dead among us. But the fight which it must wage for mastery must be a long and hard one, and all that you and I can do will be needed in it.

A paper read before the Joint Board of Normal School Trustees at San Jose, April 15th.

The teaching body represents, in a peculiar sense, today, the unity and intellectual leadership of the people. There was a time, not so very long ago, when the preaching body represented the leadership. Now, all the zeal for righteousness with which they shaped the lives of the people must characterize the teaching body as well. Then, too, I need not remind you that the State has created the institutions which we represent for its own preservation. At our hands the State educates the teacher, and has a peculiar right to demand that he shall be taught those fundamental lessons and habits of action which shall, in no uncertain fashion, make for the security and elevation of civic life. When I consider how little we have been doing to prepare the intellectual leaders whom we are sending out to the many communities of the State, for the work of raising the civic standards there, when I remember how fragmentary the principles of conduct are which we supply them, how little enthusiasm for righteousness we seek to develop in them, and how slight is the attention which we give to furnishing their minds with clear ideas of right and wrong, even in their own conduct, I am surprised that the State is able to put up with the return we make her.

There is a Russian proverb, to the effect: 'The lesser saints are the ruin of God.' We have been content to make lesser, not greater teachers, and as the good is the enemy of the best, so our mediocre preparation of teachers has occupied the field and held it against a better sort. I find a passage in a recent article by Dr. Washington Gladden very much to the point here. Speaking of the church he says: "It is bound to see to it that everything is done which can be done to surround the children in the public schools with the most salutary and inspiring influences; to hold up before them the highest ideals; to fill them with the love of all things pure and true and honorable. In the greater part of the country the *morale* of the public schools has been high, owing to the intelligent devotion of the teachers, but baneful influences are at work in many quarters through which the governing boards, chosen by the people, are dragged into politics and made the agencies of greed and partizanship. That bad politics in the school boards will inevitably taint the teaching force and fill the school rooms with men and women of low ideals and dubious characters needs no argument. It is the business of the Christian church to prevent this."

Now, if it is the business of the Church to guard the school children from the corruption of base political methods, and I think it is, it is ten times more the business of universities and normal

schools, which are the special agents of the State for just this work, to do so.

If one were asked to specify, in a phrase, what feature of our practice seems to be most inimical to school, as well as national life, he would, I conceive, unerringly refer to the prevalence of the pull theory among us. I do not need to point out how common it is, nor to show that employing officers of all descriptions are endlessly harassed by it. We know that the government in sheer self-defense adopted a civil service to in part do away with it. We know also that no teacher can be employed who is not certificated as no person can be appointed to a civil service position who has not passed the preliminary examination. But at this point the parallel stops. The civil service employee is drawn according to his rank in an eligible list. The teacher not infrequently enters into a fierce political fight with his fellow teachers in order to secure a coveted appointment.

Pull is the tool which he uses, and until very recently pull was hardly objected to by any organization of teachers. The teacher who used that method openly and offensively may have been frowned on by his fellows, just as the physician or lawyer was, but no organized action was taken condemning such practices as contrary to the spirit of the teaching profession, as was done long ago in the professions of law and medicine. Standards had not been set, and have not yet been set, as they have in the other professions. And yet they are more needed here, even than they are among physicians and lawyers.

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In his presidential address before the State Teachers' Association of Illinois, Superintendent Edwin G. Cooley of Chicago, speaking of the wasteful liberties which school children take with school buildings, walls, desks, furniture, etc., said:

"The child seems to have got the impression somewhere, possibly from the adult, that whatever belongs to the public belongs to anybody who can get hold of it. It is a very common thing to hear a smart young high school graduate talk about politics and display his knowledge of the world. He wants you to understand that he sees clearly the gap between theoretical and practical political and social ethics.

"It seems clear to me that if we are to change this spirit, this attitude toward public property and public trust, we must get rid

of the disintegrating influences of 'pull.' The advocacy of high standards by moralists and churchmen will be rendered comparatively ineffective if practical exemplifications of different ideals are to be seen in politics, in business, and even in the management of schools. It will be of little use to teachers to teach the ethics of civil service reform, or the Sermon on the Mount, in a school where the principal, teachers, and pupils have seen around them day after day and year after year, evidence of the working of pull and graft. It should be made clear to the pupils that the pull theory is an absurdity in a democracy. Pull, to be effective, must be special and limited—you can't universalize it. It is therefore immoral. A situation where every one had a pull would be an absurdity, for then no one would have a pull. One must either take this horn of the dilemma or the undemocratic one of believing that, in some way, it will be possible for individuals, by manipulation or good luck, to draw a grand prize and get the better of their neighbors. For a body of employes to seriously consider the proposition of all being benefited by interference of this sort, betrays a condition of mind bordering on imbecility; while the immorality in taking the other horn of the dilemma is apparent as soon as it is clearly stated.

It should be made clear to the pupils of the common schools that the pull system is a dangerous absurdity in a democracy, that is my point. But to make it clear to them we must, above all, make it sun clear to the pupils in colleges and normal schools, and if we do not we can never hope to make it clear to the pupils who come under their charge. A newer standard is needed. Parental influence, doctor, druggist and grocer influence, clergyman influence, boss influence, lodge influence, all are used over and over again—and perhaps the worst thing about them is that the bulk of the young people are growing up with the firm conviction that that is the only way by which one can get on, and that nothing else is expected of them. Mr. Christensen refers to one candidate who caused a hundred letters in support of his candidacy to be sent to the Board to which he was applying.

Boards of education are not free from fault in this regard. We have known of cases where applicants have been asked, not What do you know or What can you do, but, Who indorses you? and told that their claims would not be considered until they secured the backing of the druggist or the physician, or some other individual, referred to by name. But Boards of Education, base as they sometimes are, can be left out of account here. The schools are in politics because the teachers are in politics, and the only way to take the schools out of politics is to take the teachers out of politics. In some cases this may not be easy,

but with the younger teachers it is not at all impossible. We need to begin to do something about it, that is all.

Our young men and women at the University of California are as intelligent and as honest as any to be found anywhere. Yet I could give instances where individuals among them have tried to apply the pull theory to the President of the University, in order to secure better marks from a class-room instructor, and it has happened that a student has been so naive as to offer a bribe in the effort to secure favorable action in the case of a teacher's credential, while many of them ask that their letters of recommendation be sent to places which they specify, because, they say, "we have influence there." Now, the University does not stand for that sort of thing. We confess that while we have been doing much, we have not been doing all in our power to prevent it, and we believe that the schools which are preparing teachers must all of them do more to prevent it. In 1901 the State Teachers' Association of California adopted the report on professional ethics presented by John Swett, which read: First—It shall constitute unprofessional conduct for any one holding a teacher's certificate to submit any argument or plea, in obtaining or retaining a position, other than those constituting evidences of professional competency, or knowingly to permit any other person in behalf of applicant to do that which is defined above as unprofessional conduct on the part of the applicant. Second—It shall constitute unprofessional conduct for any one holding a teacher's certificate to seek a position which is not legally vacant.

This code of professional ethics was adopted as a rule of the State Board of Education about a year ago. Meanwhile it had been adopted in the institutes by the teachers of several counties, in slightly modified form. In this way more than a beginning has been made in California. It would seem that the normal schools and the universities have been unduly slow in lending assistance in this work. It is not unreasonable to expect them to support it, and it is not unreasonable to expect them to take advanced ground in regard to it.

Speaking to this very point before the State Teachers' Association, last December, President Van Liew said: "Every one of these institutions to which comes the opportunity of making appointments should be known among its students and graduates for some such principles as these: "We shall not aid those graduates in either securing or holding positions who are known to us to have been guilty of unprofessional conduct, especially in seeking and retaining positions. We shall make fitness, as demonstrated by training and successful experience, and never mere graduate-ship, the basis of our appointments and recommendations." "This

report should go further and say that these institutions for the training of teachers, belonging to the same commonwealth, should co-operate in the application of the principles just stated."

I believe Dr. Van Liew is right. I believe that the evil which results, and is bound to result, from the pull theory, is so great that there is no single duty which the schools so much owe to the State, as to oppose it in every conceivable way. They should be a unit in fighting it. What can they do? First and foremost, they can give positive and definite instruction upon this subject to their pupils. Students will not of themselves learn this lesson. It cannot be taken for granted that God, nature, or their parents will impart it to them without the help of a teacher; and the teacher must not assume that because he is punctilious in his views and acts that his students will come to be so through mere contact with him. Law students are *taught* legal ethics, medical students are *taught* medical ethics, and students of education must have a few very pointed lessons on educational ethics.

Next, the traditions of a school are of immense service to its graduates. The spirit of the teachers passes into the student body and through them into the world. Direct teaching alone will avail but little, unless it is planted in an atmosphere of rectitude and honesty. The faculty of the school can, if it cares to, build up a school sentiment which the graduate association will take pride in erecting into a tradition. The graduates can easily be organized and, if need be, pledged to condemn this objectionable practice, and soon the weight of an institution will operate against it.

And in the recommendations which they issue, the officers of a school may very easily define its policy as opposed to the use of personal influence on the part of its graduates in obtaining positions, by printing a brief statement to that effect, and upon information that any of its former students is using any argument or plea other than evidences of professional fitness, it may and should withdraw its endorsement of the candidate in question.

This last would not, indeed, be pleasant, but if the other provisions have been carried out, if the pupils have been taught, if the spirit of the institution and the graduate organization is unalterably against the practice, and if each recommendation contains a clear statement of the policy of the school in this regard, very few recommendations will have to be withdrawn, and they will serve to improve the *morale* of the school. In interpreting these rules, the method of close construction should be followed. If action in all three ways is not vigorous and unyielding, the situation will not be greatly changed. In conclusion, let me say, that an opportunity to improve the civic tone of an entire State comes but rarely to any institution, or group of institutions, within it. I believe that

such an opportunity is open to the normal schools and the universities of our State, and that if they will but resolve to actively discountenance the pull theory they will do a work as significant as that which the Father of Medicine did for his profession, by promulgating the Hippocratic Oath. We should adopt the merit basis by teaching it, and requiring our students to stand upon it. If we really want a teaching profession, we can do as much to get it in this way as in any other which is open to us.

E. C. MOORE.

* * *

To What Extent May the Training Given in Our California State Normal Schools Prepare for Secondary School Teaching?

In the present state of educational discussion it is necessary before one attempts to answer the above question, to define his conception of the training of teachers. One can do this while keeping well within the bounds of the practicable.

Superintendents and boards of education in employing teachers make no provision for a period of apprenticeship. The teacher in California, as in America generally, does not serve for a time as an assistant to a more experienced teacher, who can prevent serious errors and who can initiate the novice gradually into the fuller responsibilities of the work. With us the teacher is expected, from the first day, to manage a room, a subject, or a class, with practically no assistance from the outside. It is highly desirable that this initiation should be accompanied by as little loss of time as possible to the pupils concerned.

In other words, the schools which assume to prepare teachers are expected, under our system, to send them forth fully equipped. While the citizen may seek only experienced physicians or lawyers in all grave cases, refusing to trust himself to the novice, he has no such protection for his children. The novice who has been elected into the schools assumes practically as important a place, viewed from the standpoint of its responsibilities, as the veteran.

Now, what does this complete training imply in the minds of intelligent citizens and of educators? First, and most obviously, it involves a knowledge of the subjects which the teacher is employed to teach. This knowledge is the teacher's first resource, and without it there is no hope of success.

Secondly, the world is attaching increased value to much of that knowledge and appreciation which is not connected directly

with what the teacher is expected to teach. General culture, we call it. It eludes exact description, but there is embraced within the popular conception of this phrase that information and knowledge which is widely current; and those tastes, interests, and capacities for appreciation which go more with refinement and self-control than with vulgarity and impulsiveness. Not only is it hard to define what we mean by general culture, but also it is hard to say how and where it can be taught. It is freely claimed that our normal and college graduates only occasionally possess it. There are those who tell us that it is rather a matter of inheritance and birthright than of so many years of school and college, or of specific subjects studied. Some claim that it is much more a matter of experience and generous living than of education, and that it is vain to expect it in the youthful teachers who are giving their fullest energies to their vocational necessities. But none of these views are entirely practical. Within certain limits of inherited tastes and aptitudes we know that something of what we call general culture *can* be produced by well arranged and sympathetic training. It is highly probable that many of the methods now prevalent in high school, college, and normal school, are opposed to this development, but we must nevertheless count it as one of the possibilities of a highly developed education.

There is required, in the third place, in the well equipped teacher, a considerable mastery of the knowledge and habit which is immediately connected with successful teaching. The management of a school room or the teaching of a subject involves the use of a technique which is acquired most substantially thru experience. It is the absence of this technique which first serves to distinguish the experienced from the inexperienced worker in any field. The efficient worker, other things being equal, is the one who is master of a technique, a line of procedure which has become habitual. Under true apprenticeship this is what first and conspicuously receives development. It may be learned by imitation, and is frequently developed quite unconsciously thru experience. In fact, it may be characterized by a certain unreflecting attitude, consisting largely of habits unconsciously formed. It is the possession of these habits and automatic reactions which gives facility, skill, smoothness, to work, whether using an ax, a pen, or in teaching. Vocational teaching has always begun by trying to impart technique. A model operation is given and the beginner is required to imitate. Not infrequently a youth just graduated from an elementary school takes a school of his own and handles it fairly well, because of the freshness of the impressions obtained from his own teachers—he has copied their practice and easily falls into it. Practice teaching in the normal school has, as one of its chief

functions, the giving of certain preliminary technique. Model classes, close supervision, etc., all look in this direction, but actual teaching must be the chief source.

We expect to find, in the fourth place, in our well equipped teacher, a professional capacity, which is something beyond technique. Like the general culture spoken of before, this also eludes exact definition. It consists of that body of professional knowledge, that fund of enthusiasms and interests, that capacity for professional appreciation, and that insight into general principles, which characterizes the growing and artistic worker in any field. This professional culture may not, and frequently does not, react in any immediate and obvious way on teaching skill, just as general culture may not react on one's ability to earn a living. But we look for it in the professional worker, because we believe its possession furnishes the surest guarantee of growth and inner development. That mastery of any work which one has obtained thru imitation, and which one carries as fixed habit, has obvious limitations, and these become more serious in proportion as the field of work is intricate and much dependent upon the personal equation.

Again, as in the case of general culture, there is much dispute as to whether professional culture can be taught. Some believe it is to be largely dependent upon certain inherent capacities of invention, originality, and abstraction. It is claimed that some workers are so endowed that they naturally reflect much upon their work, seek to generalize their ideas, and to work out a philosophy in that field. Some assert that the great majority of women teachers are unimaginative and incurious regarding their work; that they become, usually, very efficient workers only within the limits of specific directions and models set for imitation.

But the practical mind still feels that, while individuals differ much among themselves in their capacity to respond to the kind of training calculated to give professional culture, nevertheless much can be done thru the operation of right stimulus and direction. And so, just as much of our general education is intended to develop liberal culture, many of those who have addressed themselves to the training of teachers lay great stress on the elements of liberal professional education.

So much for the writer's definition of the well equipped teacher. Taking, now, a special class of people, namely, college graduates, what can our normal schools do in completing their training? Our college graduates go into two classes of schools for which, traditionally, quite different training has been required. About forty to fifty per cent go directly into high school work, the remainder of those who teach going into the elementary schools. For the latter class the normal training is, obviously very suitable. These gradu-

ates are in some measure a selected lot, and are fairly well equipped with the general education and maturity which characterizes the college man or woman. What they conspicuously lack is special training, both in subject matter and in technique of teaching. Being very rusty in the elementary school subjects, they need a thoro review of them before undertaking to teach. This the normal school is well prepared to give. In addition to this training, or review in special subjects, the normal school can also give that training in method which is an essential part of technique. This study of method can be carried on while the candidate is doing practice work, and the entire result should be an effective preparation of the teacher, at least for immediate work. It remains to be determined by experiment whether this can be done in a half year, taking into account the fact that the prospective elementary teacher will probably have to do something more than review such subjects as drawing, manual training, nature study, and music.

Thus, provision is made for at least three classes of elements in the training of the elementary teacher—general culture, as a result of college education, and knowledge of subject matter, and technique as a result of normal school specialized training. According to the new regulations of the State Board it is not obligatory upon the candidate to do any work in the general professional work offered by the universities, and it is doubtful if the time in the normal school will permit it. Hence, it would seem to be possible for the prospective teacher to come forth from college and normal school prepared in subject matter, in general culture within certain limits, and in technique, but without the professional culture which is the chief aim of college courses in pedagogy.

In the case of prospective high school teachers, the conditions are somewhat changed. These are supposed to bring from their college training both the culture which it is believed a college education can give, and also a mastery of the subject matter which the candidate expects to teach. What the college graduate, simply as a college graduate, lacks, is teaching technique or skill, and the professional culture which is looked for in the well equipped teacher. As the normal schools are now developed, they may set the prospective candidate at work teaching elementary school classes and studying the special methods that have been developed for the purpose of training elementary teachers. The value of this training in the technique of the elementary school is somewhat questioned in the case of prospective secondary school teachers, and the point deserves some examination.

In the first place, we sometimes make very artificial distinctions when we speak of secondary education in contrast with elementary education. It is true that the accidents of custom have given

us certain marked transitions from elementary to secondary school. In the first the teacher usually teaches a class, in the second, a subject. There has also been a somewhat sudden leap in subjects. But there are certain tendencies at work in American education which cause us to believe that the conspicuous differences between elementary and secondary education, which custom and accident have produced, will tend to diminish. Teaching by subjects, or departmental work, is tending to prevail in the upper grades. The Committee of Ten, in pointing out the desirability of continuous work from the elementary school to the high school, only gave utterance to thoughts which had long been held by many educators, and which had tended to work into practice.

As between the composition and literature taught in the upper grades and that of the early years of the high school, it is certainly pedantic and useless to draw artificial distinctions. Pupils who have studied American history properly in the upper grades ought not to find the procedure in the first year of the high school history strange and unusual. In a less degree the same fact should be true of mathematics, in view of the fact that the arithmetic of the upper grades now involves not a little of concrete geometry and algebra.

Again, there is no very marked difference between the boy of fourteen and the same boy a year later, even tho in the meantime he has passed from elementary to high school. The fact is that we have made, from necessity, artificial distinctions here, and that we are sometimes in danger of assuming that real and fundamental distinctions exist where custom and the exigencies of administration have forced us to set up artificial bounds. Consequently, we are not warranted in assuming that the practice work in the elementary grades may not give *some* special fitness for high school work. In such subjects as English, history, and mathematics, practice work in the upper grades might very fairly give a serviceable technique for high school work.

But, when we survey the entire field of education, we must confess that much of what we call technique is of very special character. The general principles underlying method are doubtless of universal application, but in applying them to individual situations in educational practice, with a view to making the skilled worker, we find innumerable special conditions. That technique which, for example, is developed in the successful teacher of music, may quite fail in the teaching of arithmetic. The teacher of Latin eventually develops a technique, but he might not be able to teach mathematics. The teacher who has taught for many years in primary grades has considerable difficulty in adapting herself to upper grade work, because the habits, special methods, etc., which were learned thru the primary experience do not fit the upper

work. A teacher long accustomed to pupils ranging from six to twelve years of age commonly fails in high school discipline, because her technique has been learned under special conditions.

So, it would seem, we cannot expect very much in special training for high school work as a result of practice work in the elementary classes of the normal school. If by means of practice work we want to give the mastery of special methods, devices, etc., which give immediate effectiveness to the teacher of Latin, trigonometry, advanced English literature, laboratory science, or other distinctively high school subjects, we can only do it by having the practice work done in teaching these subjects. The same thing is, in somewhat less measure, true of school room management, a most important phase of technique. The handling of high school classes in laboratories, class rooms, and buildings, presents special problems; and if we attempt to prepare for these by special training it should deal with the actual conditions as nearly as possible.

It must not be inferred from this that practical work in elementary classes is valueless for the future high school teacher. This kind of training would, in my estimation, be of much value. But it must not be regarded as coming under the head of training in high school technique. The student who has been fairly successful in handling primary classes in primary subjects, for example, must not be deluded into thinking that he is now prepared to take up high school classes with immediate and complete success. This is part of the specious doctrine of formal discipline which has so harassed much of our educational effort. But there are many things which one studies in preparing for a profession which do not directly bear on its practice. I have previously styled this group of studies as constituting professional culture. The study of the history of education is supposed to increase one's appreciations, interests, and breadth of knowledge. Under this head we also include educational psychology, educational sociology, school hygiene (partly), administration, and general principles of method. Now, in the preparation of high school teachers, actual experience in an elementary school is of much value along the lines of professional culture. The high school teacher who has taught in the grades has acquired from that, not his high school technique in any significant measure, but a range of appreciation, a conception of the possibilities and limitations of the elementary stages of instruction which should be well worth while. It would be well, if conditions permitted, that every high school teacher could count as part of his *general* professional training, his professional culture, if we so style it, a very intimate contact with the realities of primary and elementary school teaching. It would be well, very well, I think, if every college professor could count as part

of his general professional training (for he, too, is supposed to be a teacher) a very intimate and concrete contact with elementary and secondary school practice. Let us reiterate that this kind of experience must be thought of as only incidentally, and perhaps accidentally, bearing on the technique that one must have for his special work; but it rather forms a background, a basis for that technique. One has a special and somewhat painful illustration of this need in the perennial conflict which is carried on between college teachers and high school teachers, on the one hand, and between high school teachers and elementary school teachers, on the other. The bitterness of the feeling aroused is not due to the fact that the representatives of the more advanced institutions are trying to set higher standards for the lower, but is due to the lack of practical knowledge on the part of those who make the demands. A college man who has never taught in high school, and has no genuine familiarity with the conditions or the possibilities of these schools, lays down certain requirements or imposes certain methods, and thus excites the resentment of the teacher; while, with equal assurance, the young college graduate in the high school attempts to criticise the work of those below him, tho he utterly lacks actual experience with the conditions involved, and the appreciation which that gives. Breadth of experience, like breadth of study, is the only sure guarantee of catholicity of spirit, and mutual understanding. Even a limited amount of experience, even a few weeks in normal training classes, might be a valuable contribution to this end.

If, then, it is desired (and what educator does not desire it?) that the prospective high school teacher be able to enter upon his work without the waste of time and material incident to learning technique in the school room, it is necessary that either the normal schools or colleges shall develop practice work of secondary grade. In the sciences some college graduates are able to serve an apprenticeship as assistants in the college laboratory, and this is something in line of practical preparation. But even this has its limitations. A college class is not a high school class. A college laboratory, with its extensive resources, is not a high school laboratory, where much must be improvised. College students, in the matter of discipline, are far from being high school students. In fact, it often takes a college graduate, who has unconsciously assumed that work in high school makes the same exactions that it does in college, several years to readjust himself, and the consequences in the meantime are serious enough. Like practice work in elementary grades, an assistantship in college has its uses in giving breadth and certain kinds of experience; but it is no direct qualification,

and the student should be carefully guarded from thinking that it is.

In respect, therefore, to training in technique, the pending combination of college graduation and normal school practice work can be regarded only as a temporary expedient, unless the normals develop practice work of a secondary grade. Practical training of the sort here under discussion must come largely thru the actual and realistic teaching of the subjects which are peculiarly secondary, and involves also personal contact with children, who give the somewhat peculiar reactions of secondary students. Somewhere, and somehow, must be given the probation year of the Germans, if we would avoid hazardous experimentation on the part of our novices in the teaching profession. There are many arts in which it is no great loss if the beginner spoil materials in his maiden efforts. But in education we are dealing with precious materials; and the time will come when the student of the history of education will read with wonder of a time when the young man or woman who had served no careful apprenticeship under supervision, was sent, possibly far from supervision, to develop by himself the teaching art. Small wonder if the future student of education will reflect with incredulity and incomprehension, on these primitive and barbaric stages in the development of the teaching profession.

We have left for consideration that fourth field of activities in the preparation of the teacher, namely, professional culture. When the colleges first began to study education and to present courses therein, it was inevitable that they should most concern themselves with this aspect of the subject. Traditionally, the American college has stood for a broad and liberal education, as opposed to technical, or special professional training. Naturally, the first pedagogical work done in the colleges was simply a part of the general culture given. According to the special interests of those first projecting these newer studies, we find them developing either along the lines of the historical or philosophical. The study of educational history gave us, even years ago, several text books. The study of philosophy of education gave at first psychological and sociological studies. Even to this day education is studied in some of our universities merely as a part of the department of philosophy.

A very few institutions have been able to develop some special or practical work in connection with their more general work, but as a rule, owing to the uncertainties and expense involved, not many have gotten farther than the giving of those courses which make for professional breadth and interest, rather than for immediate practical efficiency. Various courses have developed under this condition, of which the more common may be enumerated un-

der the older titles of the history and philosophy of education; and the more recent titles of educational psychology, theory of education, general method, educational sociology, child study, administration, comparative school systems, etc., to which might be added courses which, under the titles of "elementary schools," "secondary schools" treat of the various problems in these fields, mainly by the use of dialectic methods.

The weaknesses of this kind of work, as it has been given in the colleges and universities mainly during the last fifteen years, are very evident, even to the superficial observer. The courses were built up in new and undeveloped fields, and lacked definiteness and exactness. Often they dealt largely with educational hypotheses, because the workers in them were pioneers on the rim of a wilderness, with no settled country. Again, the public expected, in college graduates who had studied something of pedagogy, an immediate and practical efficiency which these courses were not designed to give. The first efforts of the college graduate who has studied the history of education are certainly not distinguishable from those of the student who has not studied this subject. No one thinks that the study of the history of chemistry will make a chemist, or that the study of mathematical theory alone will make the trained engineer.

The positive gains coming from these studies are harder to define, just as it is difficult for one to explain to the practical man why his son should study art, or literature, or history, or philosophy. "Philosophy can bake no bread," was said long ago, and yet most of our far-seeing people have studied philosophy ever since. "The theory of education does not give teaching efficiency," is the cry in this newer field. This supposition is not unlike the attitude of those who are constantly asking, "Does a college education pay?" It is hard to establish, in any individual case, that a college education does pay, even when we are agreed on the meaning to be attached to the word "pay." It is impossible to prove that philosophy does bake bread, and it is difficult to prove, in any individual case, that the study of the theory of education does make immediately for teaching efficiency. And yet we are all agreed that the strong artist is never the mere copyist. We do not think a mere follower can ever make a good citizen, in the broad sense. In the making of teachers it is important that they know the details of technique, and the specific knowledge of subject; but it is also of importance that they have ideals, wide interests, perspective, and something of a conscious philosophy of their work. It is difficult to find any guarantee of growth without this.

It is true that practical educators, who know something of the conditions of effective learning, are inclined to look doubtfully

upon the professional culture courses which still constitute the major portion of the educational work offered by the pedagogical departments of the universities. They cannot fail to see that with the universities, as with the normal schools, the majority of the students are immature and inexperienced. "How," they naturally ask, "do you expect this young woman who lacks all depth of experience, who has practically never faced a real problem in life, to comprehend, in any adequate way, the intricacies of child study, the complexities of educational history, or the abstractions of educational theory?" These students are hardly able, owing to their lack of experience, to apperceive in any substantial fashion, the very schools and teaching about them. The process of giving them educational theory is comparable to giving scientific theory to those who have had no contact with the ordinary realities of the subject; or to the study of the higher reaches of mathematics by people who know nothing of the elementary facts of number. Our critics point out that all true pedagogy today, whether in primary, secondary, or professional school, recognizes the indispensableness of a prolonged contact with the concrete realities before the method of learning from books or lectures is taken up. Only the experienced teacher, who has reflected and whose familiarity with the concrete facts and conditions of his work is strong, is in a position to take up the study of the history, psychology, and sociology of education with advantage, it is claimed.

There is enough of validity in this criticism to make it worthy of consideration in the subject we are now dealing with—the preparation of teachers by university and normal school combined. The departments of education in the universities have been at work for so few years that they may well be considered still in the experimental stage. But it is quite evident today that the courses in education in the universities fulfill two distinct functions in reference to teachers. This can be illustrated by the subject of child study, which had considerable vogue not many years ago. In both of our California universities there were hundreds of students in this subject. Some were experienced teachers, many were not. Child study was in the astrological, or alchemy stage of development. The outsider, seeing the inexperience and immaturity of its students, and the oftentimes uncertain and blundering methods employed, could not refrain from scathing criticism. And yet I cannot but believe that one who has watched the development of educational thought in California must attribute much influence for good to this child study movement. Not in the way of a more scientific pedagogy, because the child study movement was not prepared to give that. Not in improved courses of study and

methods of teaching, because, while child study might suggest possibilities of improvement in these fields, the movement was not developed to the point where anything authoritative could be inferred. No, the child study movement gave us very little indeed of final and definite and applicable knowledge; but it gave a great deal of better teaching spirit, of more sympathetic appreciation, of loftier ideals and aims. It changed the spirit, not the form, of our education. Now, in this sense, the subject of child study in normal or university can be of the greatest service, even to the inexperienced student. Somewhere in our professional career we must get ideals, appreciations, professional interests. These do not rest on exact knowledge, but rather give a motive for exact knowledge. They are not to be fashioned by exact knowledge any more than sympathy can be produced by the study of the statistics of poverty, or admiration of the human form come from the study of anatomy.

Our universities and normal schools, therefore, should look upon the subject of child study from two points of view. For the immature and inexperienced teacher the subject should be developed for the purpose of giving perspective, ideals, appreciation. Obedient to the law of apperception in teaching, it should build on that which the student brings, which is a large equipment of human feeling, ambition, idealism, sympathy; it should organize these in the way that will make the most effective and aspiring teacher. I admit that a course in child study, for this purpose, might not be very extended, and would certainly give very little in the way of definite and final conclusions for method and discipline. But there come back to our universities experienced teachers, graduate students, who have gone thru the mill of experience, who have become ripened, and whose desire for more knowledge has not waned. For them a more extended child study becomes a subject for investigation. Little danger of premature application of half-baked conclusions on their part. Their experience has given them a more substantial basis, and, unless they are of chronically hysterical temperament, they can make profitable use of the meagre facts and conclusions which this science, still in its infancy, has to give.

It is in the same way, I think, that we must view the study of the history of education. Certainly no one can pretend that the immature student will derive from the study of the history of education anything that will give him method or procedure in facing the concrete problems of teaching. What the chemist of one hundred years ago did is of little enough value to the chemist of today, in any immediate sense. The bridge builder of today can

take few lessons from the bridge builders of the last century, at least so far as technique is concerned. But there is something that comes to the student of chemistry from the study of the efforts of the men who begot the science of chemistry. The beginner is amenable to influences that come from the master workers in any field. So, for the prospective teacher, there are some things that come from the sympathetic study of the history of education, that have a value. Not in the direction of immediate and obvious efficiency; and we have been mistaken if we supposed that the subject confers that; but in the ideals, appreciations, and professional spirit that characterize the person who has professional culture as well as professional efficiency. Here again it must be admitted that our colleges have been making some grave mistakes in their departments of education. In giving their child study they have not discriminated sufficiently between the inexperienced and the experienced; they have implied that even the immature student might derive something that would react upon his practice. Into research and experimental work they have admitted the prepared and unprepared alike, which, of course, is harmful for those who are deceived with regard to the value of what they get. In the history of education, how often have we seen the immature start out to give practical expression to the ideals of Plato, or Pestalozzi, or Rousseau. Great things these leaders have done for us; but no professor of education should ever allow an immature enthusiast to think that their ideals can be carried into practical application in modern society, except by the seasoned and thoroly sane workers.

Now, I believe that there is hardly a pedagogical subject offered in our colleges which should not be subjected to a close analysis from this point of view. Educational psychology, educational sociology, school hygiene, philosophy of education so-called, theory of method, and the rest, all present some phases which can be apprehended by the young man or woman of fair education and no experience with teaching. But the limits of this apprehending are very soon reached when the subject is pursued abstractly, just as the limits of effective science study in the absence of laboratory procedure are soon reached. In fact, there is grave danger in the too extended pursuit of the above subjects apart from reality. They tend to fix in the student an unreal view of education, to lead him into a land of fog from which it is difficult for him to emerge when he takes up practice. One would not expect the study of the theory of medicine, or law, or engineering, to do much towards the immediate qualification of workers in these fields. But when the student has experience of a concrete kind on which to build, the

study of the history and theory of his subject does aid in giving perspective and appreciation, and in qualifying for further investigation.

But at present our universities are not equipped with laboratories in education. Therefore the inexperienced student, who has soon reached the limits of profitable study of education in the abstract, must betake himself to the world of reality, where actual conditions are dealt with, before he will be in a position to follow up his elementary courses with advanced work. Certainly in these days, when we have come to realize the necessity of pursuing advanced study of pure and applied science by concrete and objective methods, when the fields of technical instruction in medicine, dentistry, pharmacy, surgery, agriculture, and commerce, are on a concrete, objective basis, it is not difficult to see that the advanced study of education, which is likewise an applied science, must also develop its laboratories. Without these our procedure must be halting, our development slow indeed. At present those institutions which are doing most to advance educational thought are accomplishing their results mainly with those of their students who have had considerable successful experience as teachers. These advanced students, basing their study on their experience, are able to produce results which are fairly substantial, at least as compared with the workers in this field some years ago, who developed elaborate schemes and methods based only on abstract reasoning.

The college courses in pedagogy, nearly all now aimed at professional culture, offer two distinct phases, so far as preparation of teachers is concerned. For the prospective teacher, whose practical experience lies all in the future, their development must necessarily be elementary and aimed rather at that professional culture which is possible to the inexperienced. But for those students who have had teaching experience, who have a foundation on which to build the more complex structure of educational fact and law and theory, the colleges will unquestionably develop advanced courses and carefully select the students who may pursue them. It has been found by experience that students of this type do take, with much advantage, courses in those phases of educational history that are pertinent to modern education; in those aspects of psychology that react on the practice of teaching; in those fields of sociology that aid in defining the goals and means of education; in those phases of politics which aid in interpreting and establishing legislation for schools; in those sections of hygiene and sanitation which affect schools and school children; and in those principles which underlie school organization and the arrangement and presentation of the school subjects. Eventually, in some of our universities, we

shall see advanced study and investigation carried on in some of these fields by means of great laboratories in the same way that we now see great hospitals endowed for the study of the science of preventing and curing disease.

But this is apart from our present subject. If the university is to have no professional school of education, strictly defined, then the rule of our State Board, that its graduates must get their strictly technical training elsewhere, is good. For prospective high school teachers, the normal must expect the college to provide knowledge of subject matter, general culture, and so much of the professional culture as the student can well receive; and the normal must give, by means of practical training in secondary subjects and special studies in their methodology, that immediate and practical efficiency which will save the schools from a period of unsupervised apprenticeship on the part of the novice.

For many years, possibly, we shall not be able to compel all our teachers to take this full training; but somewhere we should provide examples of the best. Few of our physicians are today educated as the best colleges would have them; but our best medical colleges must nevertheless remain faithful to the work of turning out only the best.

DAVID S. SNEDDEN.

* * *

Books and Magazines

"I have for several years in my annual reports indicated my fear that we were failing to develop interest and power in our children, and last year I wrote very plainly about the mischief being wrought by our anxiety to produce, with feverish haste, the appearance of education. Another year's experience of a still larger group of schools has deepened my conviction that the passive attitude into which we thrust our pupils, and in which we keep them, is largely neutralizing the activity of the teachers. . . . The evidence of lack of interest in knowledge, and getting knowledge, obtrude themselves. Both in large and small schools the teachers are exhausting their energies in the effort to stimulate the children to take part in their lessons. . . . Very often even the physical attitude of attention and work is wanting." Again:—"Our teaching has drifted into formalism where it might have been real."—*W. L. Neal, Inspector of Schools in South Australia.*

**A Criticism
on School
Work in
Another
Country**

Accepting the teachers, however, such as they are, my first criticism of observed methods would be directed against what I have been in the habit of calling "dead work"; which means the observation of insignificant, trivial things; work that means nothing when it is done. I realize that many a teacher, through lack of knowledge, is compelled to occupy the time with anything that occurs to her, and is sometimes honest enough to call the exercise "busy work." For example, I have seen period after period given to a study of the forms of leaves, chiefly because the forms are endless and illustrative material is easily obtained.

A second criticism of observed methods is the attempt to arouse a factitious interest in nature-study by all sorts of playful and imaginative devices. Most of the books dealing with nature-study cater to this tendency and perhaps are largely responsible for it. These devices disgust strong children, just as does the foolish and forced sprightliness of many primary teachers. Nature-study, imbedded as it is in conventional education, is the one chance for exact and independent observation, for cultivating the ideas that between cause and effect there can be no hiatus, that imagination is beautiful and most useful in its place but that its place is never to lead to a misconception of facts, and that there should be no playing fast and loose with truth.

Passing from the statement of purpose and criticisms of observed methods to a statement of principles, I would say that if the purpose of nature-study is to keep functional the tentacles of inquiry, it follows that a test of success is *interest*. It is evident, therefore, that no science can be presented in any completeness or in any definitely organized sequence, and hence the purpose must be *continuity of interest* and not *continuity of subject*. The resulting interest must be checked by the objects of interest, which must be important, and so I reach my general thesis that *nature-study must look to a continuity of interest in important subjects*.

What are appropriate subjects? I would suggest an answer under three heads: (1) *Things of common experience*. This means that there can be no fixed schedule appropriate for every school, and it also means an adaptable teacher. The teacher who has secured a definite "outline" from some one is in danger of passing by the most important natural objects within reach of the school. I have seen such an "outline" prepared on the seacoast and used by a teacher in the central west. When it came to the subject of seaweeds, a few miserable things were obtained with much difficulty from the seashore, and the glorious forest with which the school was surrounded was left without observation! This is an extreme case, but essentially the same thing is common

**Principles of
Nature-
Study by
Prof. John
M. Coulter**

enough. (2) *No subject should be pressed too far, for interest may pass into disgust. Watch the pupil, not the outline!* (3) *Observation should be directed more towards activity than towards form and structure.* It is fundamental in botany that plants be regarded as things alive and at work; and it is also of far greater interest to a child to watch a plant doing something than to observe form and structure, which in the very nature of things mean nothing to the observer.

What are appropriate methods? (1) Very definite work, that has already been traversed by the teacher; for it is confusing and discouraging and disastrous to work at random. Some very definite result must be plainly in sight. (2) Individual work in observation or experiment, which means personal responsibility. (3) Unprejudiced observation, which means that the pupil is not to be told what ought to be seen; some children are so docile that they never fail to see what they are told to see. (4) Bringing together and comparing individual results, a thing of fundamental importance, for it develops differences in results which must be settled by repetition, shows what is essential in the results and what amount of variation is possible, develops the habit of caution in generalization, and impresses the need and nature of adequate proof.

What are appropriate results? (1) A sustained interest in natural objects and the phenomena of nature. (2) An independence in observation and conclusion. (3) Some conception as to what an exact statement is. (4) Some conception of what constitutes proof; in short, an independent, rational individual, such as the world needs today more than anything else. I feel strongly that our educational system lacks efficiency in just this direction, and that continuous training in exact observation and inference, beginning with the kindergarten, must result in more sanity among adults.—*The Nature-Study Review.*

* * *

Huxley, who was a member of the London School Board, expressed himself as follows in regard to book learning: "Above all, let my imaginary pupil have preserved the freshness and vigour of youth in his mind as well as his body. The educational abomination of desolation of the present day is the stimulation of young people to work at high pressure by incessant competitive examinations. Some wise man (who probably was not an early riser) has said of early risers in general, that they are conceited all the

**Huxley on
Book
Learning**

forenoon and stupid all the afternoon. Now, whether this is true of early risers in the common acceptation of the word or not, I will not pretend to say; but it is too often true of the unhappy children who are forced to rise too early in their classes. They are conceited all the forenoon of life and stupid all its afternoon. The vigour and freshness which should have been stored up for the hard struggle for existence in practical life, have been washed out of them by precocious mental debauchery, by book gluttony and lesson bibbing. Their faculties are worn out by the strain put upon their callow brains, and they are demoralized by worthless childish triumphs before the real work of life begins. I have no compassion for sloth, but youth has more need for intellectual rest than age; and the cheerfulness, the tenacity of purpose, the power of work which makes many a successful man what he is, must often be placed to the credit, not of his hours of industry, but to that of his hours of idleness, in boyhood."

* * *

Let us examine the system of teaching geography in the generality of our schools. Here and there, there are honorable exceptions, and we leave such schools out of consideration for the present. The Indian school-masters are generally slaves of text-books, and on these text-books a lesson is set on the previous day. The pupil while at home spends a hard hour in getting by heart the long lists of names of a country's boundaries, its physical features, productions, exports and imports, and lastly, towns and forms of government. It affords innocent amusement and at the same time rouses the pity of a passer-by in the road to hear one of our school boys read his geography lesson aloud at nights. He conquers his aversion and sits to study with dogged will, devoting an hour of patient work to the subject. A few days ago I had an opportunity of hearing a boy read the exports and imports of England. He began by reciting the words, "The principal exports are" seven or eight times, and then "cotton and woollen" another seven or or eight times, then "goods and metals" seven or eight times again, and at last, came the full sentence to be recited, "The principal exports are cotton and woollen goods, metals." Then each of the words "machinery, cutlery, coal, linen manufactures, etc.," were recited six, seven, ten and at times fifteen times also. Such is the sort of home preparation our pupils make. With

these long lists of names stuffed in their brains they come to the class.

At the appointed time, the geography lesson begins; the monitor brings the map before the teacher enters and hangs it on the black-board, for there is no other provision made for hanging the map. Then enters the teacher and asks his boys the lesson set for the day. On the boys supplying him with the information, he gently takes the text-book out from the class desk, if the monitor has not previously done it, and spreads it before him on the table. Now follow a series of questions from the teacher, and invariably the answers to these questions are long lists of names. The recitation of these long lists over, the map pointing begins. This over, a new lesson is set for the next day. Occasionally a question or two is asked in physical geography. Even here no attempt is made to correlate the facts. The teacher dictates notes from his note-book and the boys take it down. The lesson for the day is over. No explanations are offered to make the subject attractive and intelligible. The teacher is a machine, acting mechanically within the boundaries of his class-book. His one aim is to stuff the young minds with painfully heavy particulars. Why, then, wonder if the poor student, pressed under this heavy weight, drops down even before the appointed time? What ought to be the most engrossing and fascinating of all the subjects of school curriculum is generally the subject hated both by the teachers and the taught.

The object of the geography teacher should not be to make his pupil a walking encyclopedia, by making him commit to memory all sorts of names. What the geography teacher ought to strive at is the elimination of unnecessary, and the emphasizing of important, features. His pupil need only know the names of the most important towns of the world. But he should possess a thorough knowledge of their position and the advantages they have on account of their position. The requirements of the towns and their products, their historical associations and present importance might be emphasized. The boys must be made to express in words what they observe on the map with regard to the places. The black-board should be used to illustrate the lesson, for the map may not show the exact character, say, of a harbor like that of Bombay or Port Jackson. The lesson might be enlivened and the imagination of the pupils awakened by giving them an idea of the influence of geographical position on the history and civilization of the people of the country or the town. Photographs, pictures and accounts of travel in those countries, or descriptions of towns as given by globe-trotters, will doubtless give vivid and correct ideas of the country that is being studied, and will increase the boys' interest in the lesson. Above all, the memory must be exercised very spar-

ingly. I would rather our boys should know all about a few towns thoroughly than that they should give us big catalogues of names of obscure and unimportant towns with which our geography books are full. There is no fear that our boys will miss the mark in the University examinations; for what is lost in quantity is gained in quality. To attain all these results, the teaching should be in the form of a real conversation. Most of our pupils fail in the examination not so much because they do not know the facts, but because they are not able to express in words what they do know. I should like our geography classes to be also English composition classes. For this purpose, conversational teaching is the best. The teacher, by careful questioning, can lead the class to reason for themselves according to a plan previously determined upon. The pupil may be allowed to breathe the stimulating atmosphere of liberty and allowed time to express his thoughts. It is only then that the teacher can see what it is that attracts the class and what devices are most telling on the pupils. He has to look at the subject from many standpoints, and every difficulty that the pupils raise in the course of the lesson must be an additional enlightenment to him. Irrelevant questions may be raised by the class; a skillful teacher ought to be able to discover a link between the questions and the lesson. The teacher himself may have to digress a little at times, and such digression may be very valuable, as happy, suggestive ideas very often strike him when he is actually giving the lesson, ideas which did not occur in the course of his study, or when preparing the notes of lessons. In the course of the conversation with his boys there is ample scope for making the teaching as realistic as possible. The one thing during the course of the conversation that the teacher has to bear in mind is to make the boys express their answers in simple and clear English. Note-giving also may be occasionally indulged in. On some occasions, the boys may be asked in the geography class to reproduce on paper what has been taught to them. In the matriculation class problems also may be set to see how far the pupils have been able to grasp the principles of the science. All this would mean considerable work to the teacher. It is only when he ungrudgingly gives his time to the work of the class, that he will not degenerate intellectually as years go by—he will not be dull, dogmatic and stereotyped. Though after a time he may lose the enthusiastic freshness of youth, yet by constant study and application to the subject, he will gain the freshness which arises from deeper knowledge, greater skill and wider sympathies.—*Indian Journal of Education*, May, 1904.

Courses of study in geography and school text-books still contain a vast number of facts of little or no value except to the expert, advanced student. This largely results from the fact that the earlier geographies were mostly compends of great encyclopedias, which included all that was known about all phases of geography.

**The Archaic
in Geogra-
phy Teach-
ing**

By a process of gradual elimination, many of the facts too difficult for school purposes, or of no value for beginners, have been omitted, but conservatism has kept many facts in our texts just because parents and adults cannot approve a course that does not include all that they had in their school work a generation ago.

An experience of a number of years has shown the writer that teachers in summer schools and extension courses always want two matters explained, "because we have to teach them." These are the condition of the interior of the earth and the causes for continent and mountain building—both of which are not necessary in school work, and too difficult, or little understood, to be given even to somewhat advanced pupils. There is no pedagogical or geographical reason why such topics should be included in our school work, and every reason why they should not be. When the experts in a field grant that their knowledge is incomplete, and must remain so, teachers should not teach a part of what is known as the whole truth and give the impression that the problem is solved.

To teach that continents and mountains do grow, that the interior of the earth is hot and how we know it, is proper and necessary, but to teach this or that theory in reference to vulcanism or mountain building, as the whole truth, is wrong, because some day some of the pupils will find the so-called truth error, and will lose faith in their teacher and the subject.

Teachers should be proud to acknowledge their ignorance on certain topics in geography, concerning which the best experts are only partially informed. The ignorance of proved facts and principles of long standing is to be deplored, but a teacher need fear no stigma of ignorance when she acknowledges that she does not know the answer to problems of the type mentioned, for such "ignorance" is really knowledge.—*The Journal of Geography*.

* * *

The small, folding card of points for "daily examination of the teacher," which is issued by Supt. H. I. Painter to the teachers of Butler county, Pa., is full of suggestion. Questions upon this card are made subject of inquiry and discussion at the local institutes and other meetings of teachers. Of course, no one is equal to all this, nor will any wise teacher give himself or herself a hundred per cent. upon all these points for any day in

**Thoughts
to Think**

the week, or any week in the term. But they should be very helpful to earnest teachers, and still more so to those who are careless. The fifty-two points upon the card are as follows:

1. Do I truly believe that, "As is the teacher, so is the school"?
2. Do I truly realize the full responsibility resting upon me as a teacher?
3. Do I come to school early every morning, have my house nicely prepared for my pupils, and when they come do I greet each one of them with a pleasant smile and a friendly "Good morning"?
4. Is my programme the best that I can prepare, and do I follow it strictly?
5. Am I careful about the ventilation of my school-room, and do I guard against unnecessary and dangerous exposure of my pupils?
6. Am I careful about my own health, and do I take plenty of rest, sleep and exercise?
7. Am I daily studying and devising, planning and executing, ways and means to make my teaching more interesting and more valuable?
8. Is my school-room neat and clean, tastefully decorated and home-like, or do I allow waste paper, apple cores, pieces of bread, ashes, etc., to hide under the stove, back of the chart, or behind the door?
9. Am I really teaching school or am I only keeping school?
10. Am I, by precept and by example, by biography and by illustration, inculcating into my pupils' hearts these seven school virtues: Promptness, kindness, politeness, diligence, truthfulness, reverence and obedience?
11. Do I stop to consider that the eyes and the ears and the tongues of my pupils, patrons, friends and foes, follow me outside of school hours just as closely as they do whilst I teach?
12. Am I aware of the fact that a school poorly disciplined is a school poorly taught?
13. Do I realize that for every wrong deed done in school there is a cause, and that to prevent the repetition of the deed, the cause must be removed?
14. Am I orderly myself, or do I sometimes make noise to drown noise?
15. Am I ever cross, and crabbed, and harsh, and nervous, easily provoked, easily angered, much given to fault finding and scolding?
16. Do I promise, threaten or try to scare my pupils into discipline?

17. Am I kind and polite, and fair and strict, with my pupils?
18. Do I ever give unnecessary rules, orders, commands or directions, and do I see that all necessary ones are given and strictly obeyed?
19. Do I ever use the voice or the call bell when the eyes would be more effective?
20. Do I encourage the dull, timid, poor child, and give him a little special care over the rough places, or do I reprove him for his backwardness?
21. Do I aim to keep my pupils employed?
22. Do I spend as much time upon the play ground as I should do?
23. Do I allow running, shoving, throwing, wrestling or hollowing in the school-room during intermissions?
24. Are my larger pupils and those of influential parents given more privileges than are my younger pupils and those of poorer parents?
25. Do I resort to corporal punishment when I find it to be necessary, or do I allow a spoiled child to spoil my school?
26. Do I prepare myself so as to teach each recitation in a plain, concise, forcible and logical manner?
27. Do I always ask the pupils where each lesson begins and ends?
28. Do I get and hold attention? Is it forced or spontaneous?
29. Do I discriminate between important and unimportant points, and do I teach accordingly?
30. A recitation should be for all of the pupils all of the time. Are mine such?
31. A recitation should be of the pupils, for the pupils, and by the pupils. How are mine?
32. Do I do much of the reciting myself?
33. Are my pupils taught to be original in their answers, or do they commit and recite the exact words of their text-book?
34. Do I make any difference between inductive and deductive teaching?
35. Do I correlate kindred subjects, and do I teach current events with history and geography?
36. Do I ask leading questions, and such as can be answered by yes and no?
37. Do I review daily? Do I give a written test frequently?
38. Do I dwell upon that which pupils already know?

39. Do I fully understand the difference between teaching and telling? Which am I doing?

40. Are my questions clear, concise, logical, and do my pupils answer in full statements?

41. Do I accept faulty language and careless work from my pupils, or do I insist upon each pupil doing his or her best?

42. Do I daily have some work done on the black-board and carefully inspected by the pupils?

43. Are my recitations quite often interrupted by pupils speaking or coming to me?

44. Do I ever leave for tomorrow that which I should teach today?

45. Do I clearly teach the cause and effect of history and geography, and the why of arithmetic and grammar?

46. Do I teach my pupils how to work, how to study, how to think, how to grow strong physically, morally and intellectually?

47. Am I a better prepared, more earnest teacher this year than I was last year, or am I just standing still?

48. Do I ever openly find fault with my predecessor's work?

49. Do I work in harmony with my fellow teachers, my patrons and the school officers?

50. Am I reading educational papers and addresses, attending local institutes and educational meetings, and ever striving to work up in the profession?

51. Do I daily and hourly do unto my pupils just what I would have them do unto me if they were the teacher and I was the pupil?

52. Am I diligent in visiting the homes of my pupils and there winning the confidence and respect of the parents by showing them that I too, am truly interested in the welfare of their children?
—*Pennsylvania School Journal*.

* * *

It was my good fortune, yesterday, to visit one of the finest of the central western cities of this big country, and to address a meeting of teachers and school officers in the afternoon, and another of teachers and citizens in the evening. The attention and interest at each meeting were an inspiration. The city has 40,000 inhabitants and boasts a high school of 1,000 members. A most efficient city superintendent and an active, wide-awake county superintendent, through united effort, were the instigators

Why is it?
What's the matter?

of the meetings. Just across the street, opposite the fine high school building, which has been built about ten years, and which has an assembly room which will seat 1,000 people, is now finishing a splendid manual training building, with complete equipment for both boys and girls. The two buildings stand for one high school and all pupils in the school will partake of the instruction given in each building. The manual training and domestic science will form as integral a part of the high school course as does the Latin, literature or mathematics. This is sound educational sense and is the tendency in the high schools of the smaller cities under modern educational notions.

Just before leaving for home the superintendent said to me: "We have very good elementary schools, and they are attended by fine girls and boys in the main, but if it were not for the large number of scholars in the high school who come from the country, whose homes are upon the farms, the actual work of the high school would be pretty slim. Thoroughness, reliability, and character come in with the girls and boys from the farms. You can depend upon them and they give stability to the school. They are not running into frats and sororities, wasting time and opportunity and making fools of themselves. It is the country girls and boys whose work justifies this expenditure."

A ride of several hundred miles this Sunday has given plenty of time to ponder on this vigorous and suggestive speech. Several instances of high schools in villages and small cities have come to mind, of which practically the same things have been said to me. There also came to mind a conversation once had with Mr. Marvin Hughitt, president of the Northwestern Railroad, in which he said: "The other night, at a meeting of the Merchants' Club of Chicago, there were gathered at the banquet a large number of the most successful business men of the northwest. I asked the chairman of the meeting how many of those present were born and bred in cities. After looking the company over he made a cipher on the tablecloth with the handle of his knife."

If these things are true, and I think nobody will dispute them to any extent, the very grave questions present themselves, "What does it all mean? Why is it? Can anything be done for the city boys? What can be done to afford them the same or equal opportunity enjoyed by their country brothers? Who will answer?"—Orville T. Bright, in *School News*.

Official Department

STATE BOARD OF EDUCATION

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State Board of Education Meeting

Palace Hotel, San Francisco, Cal., April 12, 1905.

A meeting of the State Board of Education, pursuant to the call of the Secretary, was held this day at the Palace Hotel in San Francisco, Cal.

The meeting was called to order at 10:30 A. M. In the absence of the Governor, President of the Board, President Wheeler of the State University was chosen chairman pro tem.

On roll call the following named members were present:

Morris E. Dailey, President State Normal School, San Jose.

J. F. Millspaugh, President State Normal School, Los Angeles.

C. C. Van Liew, President State Normal School, Chico.

Samuel T. Black, President State Normal School, San Diego.

Frederick L. Burk, President State Normal School, San Francisco.

Benjamin Ide Wheeler, President State University, Berkeley.

Thomas J. Kirk, Superintendent of Public Instruction and ex-officio Secretary of the Board.

The following named members were absent:

Governor George C. Pardee, President of the Board.

Elmer E. Brown, Professor of Pedagogy, State University, Berkeley.

The minutes of the meeting of the Board held on January 19, 1905, were read and approved.

During the reading of the minutes Dr. Brown arrived and took his seat as a member of the Board.

NEW BUSINESS.

The Secretary read a list of applications received for Special High School Credentials since the last meeting of the Board and by him referred to the Committee on High School Credentials for consideration.

The Secretary also announced that an application had been received for the accrediting of the Normal Department of Mount Union College of Alliance, Ohio, and that the same had been referred to the proper committee for consideration ;

Also that applications for accrediting had been received from the following named Kindergarten Training Schools, and that they had been referred to the Committee on Accrediting of Kindergarten Schools :

Kindergarten Department Denver Normal and Preparatory School, Denver, Colorado.

Kindergarten Training School, Grand Rapids, Michigan.

Kindergarten Department Boston Normal School, Boston, Mass.

The Froebellian School, Longwood, Chicago, Ill.

The Secretary read a communication from Major C. T. Meredith, principal of the Fallbrook High School, asking for a ruling by the State Board of Education as to whether or not Rule 1 of the Rules and Regulations adopted by the State Board of Education for the government of the public schools of the State applies to high school teachers as well as to teachers of the grades. The letter was on motion referred to the Committee on Grievances, with direction to report at the afternoon session of the Board.

A communication from Mr. K. Koda of San Francisco was read by the Secretary in which permission was requested to translate into the Japanese language the new Readers of the State series soon to be published. A similar letter was read from Messrs. Payot, Upham & Co. in behalf of one of their Japanese customers. It being the opinion of the members that the matter should be passed

upon by the Text-Book Committee, motion to that effect was made and carried.

The Secretary announced the death of two ex-State Superintendents of Public Instruction since the last meeting of the Board, Hon. Ira G. Hoitt and Hon. Fred M. Campbell.

On motion of Mr. Black it was ordered that a committee be appointed, the State Superintendent being chairman, to prepare suitable resolutions and present them to the Board before the close of the session. The chair appointed as such Committee Messrs. Kirk, Black and Van Liew.

Mr. Dailey presented the following resolutions and moved their adoption.

“Resolved, That it is the sense of this State Board of Education that examinations should be given annually under the direction of this Board for Special High School Credentials.

“Resolved, That examinations be conducted the first week in June, 1905, at the Chicago State Normal School, the University of California, and the Los Angeles State Normal School, and that all candidates desiring may participate in this examination.

“Resolved, That a fee of five dollars be charged each applicant and that the money so collected be used to pay experts in examining the papers.”

A discussion of the resolutions was had by a number of the members.

Mr. Millsbaugh moved as an amendment that a committee be appointed to work out a set of rules or procedure for such examination.

Without acting upon the amendment, it was moved to adopt the first resolution, and the motion carried.

Mr. Van Liew then moved that the other resolutions presented by Mr. Dailey be referred to the Committee on High School Credentials to work out plan in detail, and to report before adjournment. The motion was carried.

Mr. Burk moved that the matter of granting Special High School Credentials to non-residents be referred to the Committee on High School Credentials, said Committee to formulate a plan if possible whereby a more stringent rule may be adopted than that now in force regarding applications from non-residents. The motion carried.

Dr. Brown for the Committee on High School Credentials submitted the following report in reference to the applications considered, which was adopted:

"To the State Board of Education—Gentlemen:

"Your committee on High School Credentials have examined all applications submitted to them for the Special High School Credentials, and beg leave to submit the following recommendations:

"That the applications of the following persons be granted:

Miss Lena Mignon Abel, Palo Alto; Mr. Franz A. Ballaseyus, Berkeley; Mr. Chas. Francis Chessman, Berkeley; Mr. Jas. Mani Dixon, Berkeley; Mr. Percival Dolman, San Francisco; Mr. Amos Hiatt, Ceres; Mr. Oliver Stanton Hoover, Palo Alto; Miss Elizabeth Southerland Kelsey, Berkeley; Miss Ada Jane Miller, Palo Alto; Miss Mary Rowena Morse, Oakland; Mr. Herman Isidore Stern, Berkeley; Mr. Henry Veghte, Los Angeles.

"That the following non-residents be informed that they will receive the Special High School Credentials when they become residents of California:

Miss Florence Ethel Bailey, Andover, Mass.; Miss Frederika Van Benschoten, Haverhill, Mass.; Mrs. Anna Salor Burdick, Iowa Falls, Iowa; Miss Laura Emma Hoffman, Lexington, Ky.; Miss May Shuck, Iowa City, Iowa; Miss Alma Lurette Stickel, Bayfield, Wis.; Miss Myra Belle True, Adrain, Mich.

Mr. Dailey for the Committee on the Accrediting of Normal Schools submitted the following report, which was adopted:

"To the State Board of Education:—

"Your Committee on the Accrediting of Normal Schools of other States, beg leave to offer the following: We recommend, first, that graduates of all Normal Schools of other States applying for Certificates must show evidence of two years (18 months) successful experience. Such experience must be vouched for by the Faculty of the Accredited Normal School from which they have graduated.

"We further recommend that only the highest diploma issued by the following list of Normal Schools be recognized for a Certificate in California.

"We recommend that the following Normal Schools be placed upon our accredited list:

Arizona Normal Schools: Flagstaff, Tempe. Canada Normal Schools: London, Ottawa; McGill Normal School, Quebec; New Brunswick, Toronto; Ontario Normal College, Hamilton; Truro, Nova Scotia. Colorado State Normal School, Greeley. Connecticut State Normal Schools: New Britain, New Haven. Willimantic. Edge Hill Training College, Normal Department, Liverpool, England. Illinois State Normal Schools: Chicago Normal School, Chicago; Eastern Illinois State Normal School, Charleston; Illinois State Normal University, Normal; Northern State Normal School, De Kalb; Southern Illinois State Normal School, Carbondale. Iowa State Normal School, Cedar Falls. Maine State Normal

School, Castine. Massachusetts State Normal Schools: Boston, Bridgewater, Framingham, Fitchburg, Hyannis, Lowell, North Adams, Salem, Westfield, Worcester. Michigan State Normal Schools: Marquette, Mt. Pleasant, Ypsilanti. Minnesota State Normal Schools: Duluth, Mankato, Moorhead, St. Cloud, Winona. Missouri State Normal Schools: Cape Girardeau, Kirksville, Warrensburg. New Hampshire State Normal School, Plymouth. New Jersey State Normal School, Trenton. New York State Normal Schools: Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, Jamaica, Newpaltz, New York City Normal, Oneonta, Oswego, Plattsburgh, Pottsdam. Pennsylvania State Normal Schools: Bloomsburg, Indiana, Millersville. Rhode Island State Normal School, Providence. Utah State Normal School (Normal Department, Utah University), Salt Lake City. Washington City Normal School No. 1, Washington, D. C. Washington State Normal Schools: Cheney, from and after 1904; Whatcom. Wisconsin State Normal Schools: Milwaukee, Oshkosh, Platteville, River Falls, Stevens Point, West Superior, Whitewater.

Mr. Van Liew for the Committee on Accrediting of Kindergarten Training Schools submitted the following report, which was on motion adopted:

San Francisco, April 12, 1905.

To the State Board of Education—Gentlemen:

Your Committee on the Accrediting of Kindergarten Training Schools submits the following report.

We recommend that the Kindergarten Department of the Boston Normal School, the Froebellian School, Longwood, Chicago, and the Kindergarten Training School of the Grand Rapids Kindergarten Association be accredited; but that the application of the Denver Normal Preparatory School be denied upon the grounds of the low standard of admission which obtained prior to September, 1904. Only since the latter date has this institution required the equivalent of graduation from a high school for admission to its Kindergarten course.

Signed,

C. C. VAN LIEW,
BENJ. I. WHEELER,
J. F. MILLSPAUGH,

Committee.

Mr. Black for the Committee on California Life Diplomas and Documents submitted the following report, which was on motion adopted:

San Francisco, April 12, 1905.

To the State Board of Education—Gentlemen:

Your committee on California Life Diplomas and Documents have examined the credentials of the following named applicants

for Life Diplomas and other State Documents as indicated below, and find that they have complied with all the provisions of the Political Code governing the issuance of said Diplomas and Documents.

We therefore recommend that they be granted Diplomas and Documents, as indicated.

Signed,

SAMUEL T. BLACK,
C. C. VAN LIEW,
M. E. DAILEY,

Committee.

HIGH SCHOOL LIFE DIPLOMAS

Jane E. Harnett, Los Angeles; May V. Haworth, Alameda; Tracy R. Kelly, San Francisco; W. Olin Lowe, San Diego; Samuel Pressly McCrea, Santa Clara; Catharine Belle Mills, Los Angeles; Edith O'Farrell, San Diego; Clara A. Rooksby, Los Angeles; William Adams Sheldon, Los Angeles; Jefferson Taylor, San Bernardino.

GRAMMAR SCHOOL DIPLOMAS

Margaret Apperson, Solano; Julia A. Atkins, Sacramento; S. H. Bowman, San Diego; Harriett H. Bowles, Los Angeles; Ella M. Britton, Mendocino; Thomas Pollok Brown, Los Angeles; Leona Browning, Los Angeles; Helen Whedon Bullock, San Bernardino; Louise C. Burgess, Ventura; Mary W. Busted, San Francisco; Helen G. Campbell, Alameda; Mary M. Carolan, Mendocino; Susie A. Chaffey, Los Angeles; Jessie Chandler, Los Angeles; Lorena E. Chapman, Los Angeles; Elizabeth Clayton, Los Angeles; Jeannette Alison Clayton, Solano; May F. Coolidge, Santa Clara; Macie I. Dack, Shasta; Reumah E. Damron, Orange; Grace Darling, Alameda; Kate Doyle, Santa Clara; Anna M. Dyer, Sacramento; May Egan, Los Angeles; Olive L. Ensign, Los Angeles; Maude Gray Finley, Mendocino; Daisy L. Fitzmaurice, Alameda; Mary E. Fleckenstein, Sacramento; Ora Flint, Los Angeles; Bertha Wittenberg Gillespie, San Luis Obispo; Harriet Viola Green, San Bernardino; Mabel B. Griffith, Los Angeles; Anna T. Haley, San Mateo; Amelia Hartman, Stanislaus; Elizabeth Hibbard, Los Angeles; Ethel E. Hicks, Sonoma; Maude W. Huntley, Shasta; Iver Ferdinand Iversen, Mendocino; Mabel E. Johnson, San Luis Obispo; Ida M. Keilbar, Alameda; Margaret D. Kelton, San Diego; Edith Clara Knight, San Diego; Mrs. Lesa Bell Lane, San Luis Obispo; Addie M. Lemon, Ventura; Jennie M. Lowe, San Bernardino; Mary D. Mackenzie, Los Angeles; Katherine McKenzie, San Luis Obispo; J. Frederic McMinn, Sonoma; Mae Meech, Mendocino; Nina Cady Merriman, Los Angeles; Constance C. Middleton, Shasta; Pearl S. Miller, Shasta; Carita E. Miles, Shasta; Dora Millsaps, Glenn; N. Rubenia Mitchell, Tehama; Nannie E. Mock, Los Angeles; Carrie A. Mudge, San Bernardino; Kathleen Connolly Munday, Sonoma; Nellie G. O'Hara, San Luis Obispo; Lillian Plunkett, Santa Clara; Mrs. Jessie M. Pritchett, Mendocino; Louise C. Ritscher, Los Angeles; Anna W. Roberts, Los Angeles; Maude Ewing Ross, Los Angeles; Mrs. Orra Russell, San Diego; Benj. F. Schisler, San Bernardino; Pauline Schmieding, Los Angeles; Sophie Shaw, Los Angeles; Harriet R. Shell, Yolo; Lydia Anderson Sierck, Mendocino; Gertrude Frances Smith, Sacramento; Mrs. Clara Spooner, Sonoma; Margaret E. Stafford, Alameda; Mary Isabelle Stockton, Alameda; Elsie Stockton, San Francisco; Mary E. Swerdferger, Los Angeles; Helena Barbin Thorpe, Los Angeles; Maude E. Watrous, Contra Costa; Martha E. Willett, San Luis Obispo; Belle Wilson, Glenn; Lulu E. White, Shasta; Anna May Woelfel, Mendocino; Emma Louise Woelfel, Mendocino.

SPECIAL LIFE DIPLOMAS

Maude Hiett, (Bookkeeping, Shorthand and Typewriting), Ventura.
Mrs. Gertrude B. Parsons, (Music), Los Angeles.

DUPLICATE LIFE DIPLOMAS

Mrs. Lucy C. Gay. (Original granted November 15, 1902.)
Henry F. Turner. (Original granted March 2, 1878.)

UNIVERSITY DOCUMENTS

Brownie Brownelle, Alameda; Zoe Sara Bartruff, (Leland Stanford Jr.) Los Angeles; Madeline V. Christy, Alameda; Abby Phillips Elliot, Mendocino; May Bess Graham, Napa; Emory Evans Grinnell, Del Norte; Mary V. E. Harris, Alameda; May V. Harworth, Alameda; Rose Hohfeld, Alameda; Bertha Knox, Alameda; Ariana Moore, Stanislaus; Florence Mabel Preble, Alameda; Frederick W. Rockhold, Mendocino; Martin Singer, (Leland Stanford Jr.) Sonoma; Julia Smith, Alameda; Henry Walter Stager, (Leland Stanford Jr.) Ventura; Helen Swett, (Leland Stanford Jr.) Alameda; Mary Lillian Thorpe, Sacramento; Rachele Douglass Whitehead, Alameda.

NORMAL DOCUMENTS

Nellie Bagley Beaver, San Jose; Anna Pearl Calder, Chico; M. W. Chandler, Los Angeles; Anna Cooper, San Jose; Louise A. Curley, San Jose; Aimee Daniels, Los Angeles; Elsie Irma Felt, San Jose; Elena M. Frackelton, Los Angeles; J. Wm. Gastrich, Los Angeles; Bertha Wittenberg Gillespie, San Jose; Helen Harrington, Los Angeles; Mary Frances Hendershott, Los Angeles; Julia E. Hinkson, San Jose; Isabel Kersell, San Jose; Joseph F. Leonard, San Jose; Sarah Cecilia McGrath, San Jose; Mable M. Moody, Los Angeles; Mary Agnes Noble, Los Angeles; Jacintha M. Smith, Los Angeles; Bessie Taylor, Chico; Loretta Taylor, Chico; Emma Louise Woelfel, Chico; Mrs. Flora A. Zumwalt, San Jose.

Dr. Brown for the Committee on High School Text-Books submitted a verbal report of progress, stating that at the June meeting of the Board the Committee would submit a written report, and also outlining the method of procedure which the Committee would take in reference to its duties.

Dr. Brown for the Committee on High School Credentials reported that the Committee would meet during the noon recess of the Board to formulate the second list of universities provided for at the last meeting of the Board.

Superintendent Kirk for the State Text-Book Committee made a brief report of progress, stating that the Committee now had under consideration the selection of text-matter in the subjects of Grammar and Physiology.

At 12 o'clock noon the Board took a recess until 2 o'clock P. M.

AFTERNOON SESSION.

The Board reconvened at 2:15 P. M. with the same members present as at the morning session.

Dr. Brown reported that the Committee on High School Credentials would meet on Friday, the 14th inst., at San Jose, to take up the matter of holding examinations for the granting of such documents; also that the Committee had made progress in preparing a second list of Universities in accordance with the instructions of the Board, but that the report would not be ready until the June meeting of the Board.

Dr. Millspaugh for the Committee on Grievances reported verbally that the Committee had considered the communication of Major Meredith, referred to it at the morning session, and was of the opinion that the rule referred to applies to high school teachers as well as to teachers of the grades, and on motion such was made the opinion of the Board.

Superintendent Kirk read the following resolutions which had been prepared by the committee in reference to the death of two former members of the Board, Messrs. Campbell and Hoitt:

The State Board of Education desires to express its high appreciation of the invaluable services rendered to the cause of education by the late Hon. Fred. M. Campbell, formerly Superintendent of Public Instruction and Secretary of the State Board of Education. We feel that the State should recall with special gratitude at this time the peculiar service Mr. Campbell rendered the schools of the State at the critical period when the change was made in the organic law of the State in the year 1879. By his untiring efforts he brought order out of chaos and preserved all of the sound fundamental features of the existing school law.

This Board extends its sympathy to the bereaved family, and as a mark of appreciation dedicates a page of the records of the Board to his memory.

Signed,

THOMAS J. KIRK,
SAMUEL T. BLACK,
C. C. VAN LIEW,

Committee.

The State Board of Education also desires to express its high appreciation of the great educational services of Hon. Ira G. Hoitt, formerly State Superintendent of Public Instruction and Secretary

of this Board, who was called to his final rest February 19, 1905. In his death the State has lost an honorable, upright and valued citizen and public education a faithful and devoted friend.

We extend our sympathy to the bereaved family, and as a mark of appreciation dedicate a page of the records of this Board to his memory.

Signed,

THOMAS J. KIRK,
SAMUEL T. BLACK,
C. C. VAN LIEW,

Committee.

Mr. Van Liew moved the adoption of the resolutions and that an engrossed copy be sent to the family of each of the deceased educators.

Mr. Kirk moved that when this Board adjourns it adjourn out of respect to the memory of these men who were formerly State Superintendents and members of the Board. The motion carried, and there being no further business, the Board adjourned at 2:45 P. M.

* * *

The Retirement of the Secretary of the State Text-Book Committee

Resolved:

1. That the office of secretary of this the State Text-Book Committee is hereby declared vacant, to become vacant from and after the first day of April, 1905.

2. That the attention of the Superintendent of State Printing is hereby called to the provisions of Section 1874a Political Code as approved March 22, 1905 relating to the manner of paying the salary of the secretary of this committee when figuring the cost of the State school text-books and in making report of same to this committee and it in turn to the State Board of Education, and he is hereby directed to include hereafter in said report the cost of said secretary as provided in said section.

Department of State Teachers' Reading Course

Under the Auspices of the State Council of Education

E. M. COX

President of the Council and ex-officio member
of the Committee

MISS KATE AMES

Chairman of the Committee

The chairman of the committee, Miss Kate Ames, will hold herself in readiness to answer questions in regard to the Reading Course, either by a personal note, or, if the answer is of general interest, thru the pages of the department. Address all communications to MISS KATE AMES, Napa, Cal.

A Teachers' Reading Course Should Throw Into Relief Certain Organizing and Unifying Principles

Education is a definite process. It is not a primary science: It is a rigid application of cause and effect. Whatever tends to liberalize instruction—to organize, unify and vitalize it—strikes at the very soul of school life. Hence in arranging a Teachers' Reading Course which will be generally helpful, care should be taken that it should deal with fundamental difficulties, that it should throw into relief certain organizing and unifying principles and lift teaching out of the fragmentary one—recitation or one-year view, with its blighting formalism and lifeless monotony, and in its place give a view of the unity of school work.

A Reading Course is efficient to the extent that it sets teachers and superintendents to work—actively, sympathetically, and intelligently—to construct and arrange subject matter in accordance with needs. Quantitative standards will then give place to those of quality, and the ability to apply knowledge to new problems will become the measure of progress and the adaptation of work to individual needs the test of efficiency.

The ideals of the workers should receive larger and larger attention. The teacher must be charged with the necessity of weighing, testing, and evaluating subject matter. She must not only maintain a clear perspective of values among the various details that press for daily attention, but she must know the subject matter and how to adapt it to the needs of the child. It is the teacher who must give reality to every phrase of work. It is the old personal equation. The teacher can see only through her own eyes; hear

only through her own ears; gain ideas of surface and texture only through her own nerves of touch. Therefore we should say plans and commands should not always come from above. Larger responsibility changes the entire attitude toward work. It stimulates a sense of personal and professional responsibility and self-esteem; it should exercise a constructive and uplifting influence; it should create a healthy attitude toward a more careful study of conditions and child life.

It seems necessary to keep in mind the unity of education in arranging a course of reading, as the present subdivision of tasks tends to make the teacher feel that she is responsible, only, for the particular phase or year's work allotted to her; but this can only be done efficiently if the teacher keeps in mind what has already been done, and that which is to be done in the future. Such an attitude creates a healthy sense of responsibility and professional spirit which will vitalize the entire school organization; it creates enlarged ideals which are of distinct value to the teacher who should be a true factor in the life of the school—actively interested in its vital problems and exercising a far-reaching influence on all of its details.

The teacher who grasps the unity of work has an unusual sense of personal responsibility, a desire to grasp the purpose fully, to understand the means for achieving the ultimate aim, and the relation of her particular phase or year's work to this aim. There is an incentive to effective application of individual power. The efficiency of the teacher is increased many fold. She is encouraged to enter into discussions and into professional research. In this way, healthy unity can be secured while avoiding the pitfalls of deadly uniformity.

* * *

Comments by Teachers

Superintendent Wilson, of El Dorado County, is certainly doing the proper thing properly. Instead of everlastingly "talking shop," his teachers are busily engaged in extending their horizon by doing systematic culture reading.

This year the teacher is asked to read "The Pleasures of Life," by Sir John Lubbock, and "The Social Institutions of the United States," by James Bryce, and when different topics, bearing thereon, will have been assigned, profit must be in evidence.

The contact with great men can not fail to create a wholesome desire to hitch our chariots to a star, and get in reality, a glimpse into the Promise Land of properly directed energy. With every

teacher's enthusiasm kindled—enthusiasm has no synonym—a contagion results such as was never dreamt of in the Institutes of the nineteenth century.

Sin is only misdirected energy; and the irrevocable Past will be redeemed only when we have learned that "A straight line is the shortest distance between two points."

To a country teacher, with many subjects to teach and varied school problems to consider, a course of systematic reading seems especially valuable. It is a way of escape from the pitfalls which surround us if we try to keep up with the newest books. It centers attention on worthy things and however narrow our field of reading may be, we soon discover its close kinship to many aspects of human knowledge.

With such a course as a means of preparation for institute, the pleasures of anticipation are added to those of realization. Reading and thought upon one or more of the topics presented prepares us to appreciate and enjoy more fully the work of the instructors. We carry away, in our minds and note books, certain definite thoughts and suggestions for further reading and research.

The study of Percival Chubb's "The Teaching of English," as a preparation for institute, have proved an invaluable aid as an awakening process in the minds of a large percentage of the teachers of Sonoma County.

Its suggestion of definite aims, and its clear, practical plans of achieving those aims, proved a strong plea for immediate application in the school room, and through such application linguistic and disciplinary values have obtained which were of material aid in our work last fall.

Further, the interest in the subject of literature which had been aroused among our teachers must react upon the minds of the pupils, tending toward much more definite results in the future.

A lack of interest in any subject is merely an ignorance of that subject, but we do not readily overcome, without some outside stimulus, either the ignorance or the lack of interest, and the stimulus being offered in the form of work to be accomplished for a definite purpose, in common with the whole working force of the teachers of our country, the desire for knowledge was awakened and our minds receptive for the literary food which the institute had provided us.

San Jose Summer School

The third Summer Session of the San Jose State Normal School opens June 27th and closes August 4, 1905. The regular Normal School Faculty will remain during the entire Session. In addition to the regular faculty, Professor David S. Snedden, of Stanford University, will give courses in Education, and Professor Frederic H. Ripley, of Boston, will give courses in Music.

The work of the Summer Session is arranged with the view of meeting the needs of the Primary and Grammar Grade teachers. Those who have had Normal Training will have an opportunity of taking some special work, as Music, Drawing, Physical Training, Manual Training or Nature Study, and directing their entire time to the one subject. Such teachers may, if they wish, visit classes and review the work of any or all grades.

For those teachers who have had no Normal School or College Training there will be an opportunity to do some real Normal School work and of receiving credit therefor.

Students attending the Summer Session, wishing to obtain credit for work, will be required generally to register for but two subjects, and by doing double work make a term's credit in each. Those who are not working for credits will be allowed to take as many subjects as they wish.

The Training School will open this Summer for the admission of pupils of all grades. Pupils will be allowed to take just such subjects as they wish.

The work of the Training School will afford an excellent opportunity for observation and model lessons for visiting teachers. Regular recitations in all Departments will begin at 8 A. M. There will be no afternoon sessions, which will give all those who desire a chance to do independent reading in the Library or the pleasure of an afternoon in any of the nearby points of interest, as Alum Rock Park, Congress Springs, Los Gatos, and other places situated on the Interurban roads.

The Manual Training rooms, Physical and Chemical Laboratories, and the Library will be open all day for those who wish to use them.

Interesting excursions are planned for every Saturday during the Session. One to Mt. Hamilton, the seat of the famous Lick Observatory; another to Stanford University, another to the Big

Trees and Santa Cruz, and another excursion will consist of a yacht ride on the San Francisco Bay.

Tuition in all departments will be free. Board and rooms will cost from Eighteen to Twenty Dollars per month.

Reduced Railroad Rates.

The Southern Pacific and Santa Fe Railroads will give a round trip one and one-third rate from all points. Those attending will pay full fare to San Jose and take a receipt for the same. This certificate, when signed by the Secretary of the Normal School, will entitle the holder to a one-third return trip fare. Tickets may be bought to San Jose any time after June 12th, and are good returning any time during the Session up to August 6th.

For those who live within 200 miles of San Jose, the entire expense of the Summer Session, including railroad fare, books, board, and other necessary expenses, need not exceed \$50.00.

Those interested may receive further information by writing M. E. DAILEY, President of the State Normal School, San Jose.

* * *

Western School News

MEETINGS

National Education Association, Ashbury Park and Ocean Grove, N. J., July 3-7, 1905. William H. Maxwell, New York, President; Irwin Shepard, Secretary, Winona, Minn.

Summer School, University of California, Berkeley, Cal., June 24 to Aug. 5, 1905. Dean, Dr. Ernest Carroll Moore.

California State Teachers' Association, Berkeley, Cal., last week in Dec. James

A. Barr, Stockton, President; Mrs. M. M. FitzGerald, 1627 Folsom Street, San Francisco, Secretary.

Northern California Teachers' Association, Red Bluff. (Time of meeting not fixed.) J. D. Sweeney, Red Bluff, President.

Southern California Teachers' Association, Los Angeles, Cal. Week before Dec. 25th. President, J. D. Graham; Miss Alice Frazier, Santa Ana, Secretary

NOTES

President Roosevelt will address the teachers at the meeting of the N. E. A. in July at Ashbury Park.

Superintendent James A. Foshay of Los Angeles is one of the speakers on the general program of the N. E. A. this year.

The teachers of Sonoma County gave Luther Burbank a reception on April 24th, and Mr. Burbank took the teachers on a tour of inspection over his wonderful place near Santa Rosa.

The State Teachers' Association of Utah is arranging to hold its Annual Convention in Los Angeles, Cal.

The new Board of Education of Oakland has re-elected Superintendent Jas. W. McClymonds.

F. F. Bunker addressed the San Francisco Teachers' Club on "A Study of India," April 9th.

Robt. Furlong is preparing to make a fine educational exhibit for the State of California at the Lewis and Clark Exposition.

C. M. Ritter, principal of the Stockton High School, has caused considerable discussion on account of his reflection on the lack of preparation of grammar grade pupils in the high school.

The era of building ornate and expensive school buildings now is. It would be well for trustees and people to build plain, substantial buildings at the lowest possible expense commensurate with utility and comfort. The mortgage on the future by bonds is not always advisable.

Superintendent A. T. Atkinson of Hawaii has been removed from office on recommendation of Gov. Carter.

Since 1904 the State Board of Education Committee has paid in royalties for books adopted and used in the public grammar schools of California \$12,330.37 for arithmetics, \$2,910.60 for introductory histories, \$8,790.13 for introductory geographies, \$15,426.52 for geographies and, since 1903, \$16,415.70 for histories. This makes an aggregate of \$55,873.22 which has been paid or is to be paid Eastern publishing houses for their copyrights.

Santa Clara has broken ground for a fine new high school building.

W. G. Durfee has resigned from the Shasta County High School and accepted a position in the Southern part of the State.

W. E. Premo, principal of the Tulare Schools, will resign at the end of the term to go into business for himself in Porterville.

"The most unique child's book ever written," is the verdict of those familiar with "Stories of El Dorado," by Frona Eunice Wait. It is always gratifying to have one's opinion upheld, but the readers of this Journal will remember that "we told you so" when the book first appeared. The Payot, Upham Company are making a specialty of its introduction to the grammar grade schools, where it will be found of great assistance to both teachers and pupils. One of its best features is the delightful way in which it instructs both old and young. It is news to all of us that El Dorado was a man—an Indian culture hero of high type. It swells our pride of country to know for a certainty that the primitive Americans had a mythology as rich and sublime as that of any other people. In "Stories of El Dorado" we have a

folklore of our own, which is not only admirably adapted for school uses, but should be in every home library as well.

On another page will be found the words, and part of the music of the new California Song entitled "Dear Old Hills of California." Many schools have already taken up the song and the free offer to send copies to schools for distribution among the pupils should insure its use in every school in the State.

The Metropolitan Business College which R. L. Webster and L. A. Jordan have so successfully established has moved into the building formerly occupied by the California Business College.

TEACHERS! We will allow you 10 per cent discount on Trunks, Suit Cases, Grips and Bags. We handle the celebrated "LIKLY" goods—May we send you a catalog? Tourist Outfitting Co., 227 Montgomery St. Factory and salesroom at No. 1 Ellis Street.

* * *

Tehama County Items

A new district, Merrill, has been organized out of Moon. A bad move we think, as Moon was now large enough to have a graded school of two teachers. Much better work could have been done with such a school than can be with two.

Red Bluff Union High School will vote for bonds of \$32,000.00 in May, for the purpose of erecting and furnishing an up-to-date building. This is badly needed and all interested in higher education should support the movement. At present the high school is cooped up in the second story of the Lincoln Grammar School, which has been cramped as a result. The two schools under one roof is not advisable.

The Northern Teachers' Association will meet in Red Bluff on the first three days of November. Several counties have agreed to unite in a grand union institute. Principal J. D. Sweeney is the president for this year.

C. L. Brown, vice-president of the Bank of Tehama County, is the new trustee of Red Bluff district. Schools are to be congratulated when men in such positions take an interest in them.

It is rumored that some of our fair teachers will retire from the ranks soon after the close of the spring term.

FRED M. CAMPBELL

A Beautiful Tribute to His Life and Character

BY P. M. FISHER

The death of Fred M. Campbell closes a remarkable career.

To review it is to recall much of the educational and political history of Oakland and California during the past forty years, for he was an active part of it throughout this long period.

A popular teacher in the old Brayton School, out of which grew the College of California, and, later, the State University, Oakland's City Superintendent of Schools during ten years of the formative period of the department, State Superintendent during the exceedingly important term immediately following the adoption of a new State Constitution, and again City Superintendent, his guiding and shaping hand was felt throughout it all, and even for years after his official relations closed.

California's system of public instruction as fixed by custom and the code are largely the work of John Swett, still living, and Fred M. Campbell, just gone; the former instrumental in laying the foundations broad and strong, the latter in adjusting and adapting the parts; the one steady, constructive, tenacious, attentive to details and combative on occasion; the other affable, brilliant, inspiring, resourceful, conciliatory as a rule, and tireless in the pursuit of an object to be attained.

Many men may be found who will declare that Mr. Campbell was the best teacher they ever met. Those who knew him well, outside the school room, might easily believe how this could be, as he had all the chief qualities of a teacher, sympathy, courtesy, tact and the power of illuminating any subject he knew.

But while he was a successful class-room instructor, he possessed in addition high qualities of leadership of men; and therefore, while teacher and superintendent, in official position or out of it, he was an organizing, directing force. He would have been a power as a member of the State Legislature, at whose session he was a familiar figure, could have represented his district in Congress with credit, and been valuable in the diplomatic service of the Government.

But his heart was in the schools, and while engaged in politics, planning campaigns, dominating conventions, nominating and electing men to

office in other lines, the cause of popular education held chief place in his affections.

To see him greet a school room full of children was a sight to be remembered. To observe him in a teachers' convention in the height of his career, was in itself an inspiration.

He made friends readily, and held them, as a rule, to the end, such were the fascination of his manner and the charm and power of his personality.

To follow him down Broadway in his prime, greeting merchants at their doors, and acquaintances, whatever their station in life, on the sidewalk, was to make the day seem brighter and life more cheerful.

He held the imaginations and affections of men, so that, at his best, he was easily the most popular citizen of Oakland, and one of the most influential in the State. He had the happy faculty of doing gracious and timely things, and a graceful and effective way.

He it was who induced the reception committee to have printed and placed in the schools the memorable address of President McKinley to the school children in Oakland, an address which was read and memorized in all the classes.

It was he who conceived and had executed the plan for making the President and the Professor of Pedagogy of the State University, ex-officio members of the State Board of Education, an act far-reaching in its influence upon the public school system of the State.

Where interests clashed he was an opponent to be feared, where service was sought he was a friend to be prized. He was restless and unhappy when not planning a campaign or leading an enterprise. Such men influence events and accomplish things, but at great personal expenditure of vitality. Such men fret when not in action; and taking seasons of stress, with intervals of enforced and fretting inaction, the strain tells—something gives way and the end comes prematurely, and so it was in this case. He made mistakes, had his limitations, his faults, and by so much fail of attaining the highest that was in him, a penalty we all pay, each in his degree.

What he has done for the city and the State that has become institutional, will remain until the character of our people suffer radical change, as his contribution. And acknowledgement must be made of another obligation this public owes him, a debt that could not be met in the lifetime of the creditor because it runs in perpetuity, a debt arising from the fact that he gave an example of official courtesy. Public service in this city and county have been influenced by the standard he set in this regard. His performance of the public function had in it the flavor of personal kindness. Officials who knew him well consciously or unconsciously emulated and still emulate this quality in him, and though few if any approximate his gift, the public is the better served today because he displayed it in high degree.—
Oakland Tribune.

The Western Journal of Education

June, 1905

CONTENTS

PAGE

EDITORIAL	501
<p>Is the Public Dissatisfied with its Schools?—Learning to Work—Change of Teachers in Rural Schools—State Uniformity in Course of Study—Examinations for High School Certificates—Business Men on Arithmetic.</p>	
TEACHING OF PHYSICS IN SECONDARY SCHOOLS.	510
<i>Elmer E. Hall.</i>	
THE BOOK AND THE BOY.	517
<i>Joy Lichtenstein</i>	
BOOKS AND MAGAZINES	524
<p>Home and School Work—Language Work at the St. Louis Exposition—How Geography is Taught in One School in England—Discipline and the Teacher—Teaching that did not teach—Memorizing in School Work—A Short History of England's Literature, by Eva March Tappan, Ph. D.—Stories of El Dorado—The Advocate of Peace.</p>	
OFFICIAL DEPARTMENT.	536
<i>Thomas. J. Kirk, Superintendent of Public Instruction</i>	
Bulletin No. 51—Daily School Attendance.	
WESTERN SCHOOL NEWS	540
<p>Notes—Institutes—Teachers Attention!—A Good Document for School Trustees—Result of Voting Contest—Summer Schools—High School Salaries—The Lewis and Clarke Exposition—The University Farm.</p>	

THE WESTERN JOURNAL OF EDUCATION

711 MISSION ST., SAN FRANCISCO

Volume X
No. 6

\$1.50 per Year
Single Copy 15c

PUBLISHERS' NOTICE

THE WESTERN JOURNAL OF EDUCATION

is the Official Organ of the Department of Public Instruction of the
State of California

PUBLISHED MONTHLY

Entered at the San Francisco Postoffice as Mail Matter of the Second Class
Established 1895.

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The Western Journal of Education

JUNE, 1905

EDITORIAL

Despite child-labor legislation and laws providing for compulsory school attendance; despite the fact that our school studies have been greatly enriched in their content; despite an improved teaching force, due in part to a recognition of the value of special professional training and, in part, to a demand for a longer period of preparation, it is true that an increasing percentage of children are turning away from the schools of the State and entering private schools. Statistics published in the last report of the State Superintendent of Public Instruction show that during the past fifteen years there has been a steady decline in the percentage of school census children who enrolled in the grades of the public schools, and a corresponding increase during the same period in the percentage enrolled in the private schools, the year 1904 marking the minimum point reached by the one and the maximum reached by the other. Thus in 1890, 79 percent. of the census children of the State was enrolled in the grades of the public school; in 1895, 74.6; by 1903 this percentage had dropped to 69.3; in 1904 it reached 68.1, the lowest in fifteen years. The percentage of census children attending private schools in 1890 was 7.6; this dropped steadily, reaching 5.9 percent. in 1898. Since 1898, however, there has been a steady increase, reaching 7.4 percent. in 1903, and its highest point, 9.1 per cent., in 1904.

These facts may show merely that a growing prosperity is developing an undemocratic spirit of clannishness and aloofness among those whom fortune has favored most. Many parents to whom wealth has brought leisure, object not so much to the work of the schools as the associates with their children form

**Is the Public
Dissatisfied
With its
Schools?**

while attending the public schools. A gentleman of success and standing in the business world said to another in our presence, not long ago, that he was more than thankful that he had sent his children to a private school, for there they were thrown into the society of young people from cultured homes and not with the riff-raff of the streets, and furthermore, there they were taught by refined, well-bred men and women and not, as he put it, "by uncouth and unrefined teachers who frequently find their way to positions in the public school service." Without discussing the criticism, it is true that it expresses a view which is growing among certain classes.

This feeling, natural enough and legitimate enough, though we think it narrow and unwholesome, very easily grows into the snobbishness of that increasing class of the *nouveau riche* who think it the "proper thing" and a mark of aristocracy to patronize certain "fashionable" schools of private control. We are told that the number of pupils coming into such schools from homes where fashion is the controlling consideration is by no means small.

Again, the lack of any religious instruction in the public schools without doubt has led to the very rapid increase in the attendance at church schools, particularly the parochial schools. In 1900, for instance, 6,305 children of the elementary grade, and presumably on the census rolls of the State, were attending Catholic schools, while another thousand were in Protestant schools. Statistics are not at hand to show the increase since 1900, but it has, without doubt, been considerable.

These and other factors, which have a bearing on the situation disclosed, should be evaluated by the schoolmen who are shaping the educational work of the State. If the movement toward private school instruction signifies that our work is not meeting the people's needs and that the public is dissatisfied with its schools, our leaders ought to know it. Just now these leaders need to be humbly searching out *facts*, not building great structures on nothing more substantial than assumptions.

“There is one defect common to the inmates of rescue homes, the boys in reform schools and the prisoners in our jails and prisons,” said one of the leading State officers, who, fortunately for the State, spends more time in the field studying the condition of these institutions than he does at his office at Sacramento. “Most of the people who are in them would not be there if they had learned just one thing, but they did not learn it and they are there to-day because they did not learn it. That one thing is to like to work and to expect to work and to be dissatisfied if idle for any length of time. The trouble with most prisoners is that they can’t work from the whistle in the morning to the whistle at night; they have never stayed with a job for more than an hour or so; work is repellant to them, and they have never been made to think of it in any other way. Their whole idea in life is to get away from it. When they went to school the work there was so blind and uninteresting that they came to hate it and they came to hate the thought of being shut up for a fixed time; they preferred to sit in the sun or run about in the streets, and they still prefer it. I think that manual training is the remedy, paper folding in the earlier grades, and tool work in the upper ones, but work with the hands at making something that one can see, in every grade in the public schools. In the prison, if we can once find a piece of work that a prisoner will care for, take a pride in doing and stick to through thick and thin for weeks and months together, we’ve reformed that man. His hands will hunger for his tools when he gets out and he will be like a fish out of water until he gets to work at the thing he likes again. On the other hand, the men who hate their work and who have to be driven to it day after day seldom go to work when they get out; instead, they live upon their wits and soon come back here again. I have heard a good deal about training the will by making children do things that they do not like to do. There’s nothing in it. Its only the thing that one likes that trains it. The other kind of thing ruins the will by dividing into a part that’s got to, and a part that fights against it. Boys don’t like some of the things that are taught in schools; they don’t know what is wanted in them, or how to go

**Learning
to Work**

at them, and when they have finished them there is nothing that they can take home and show their parents. We go from things to thoughts. Manual training puts things in at the time things are needed, one can make something in it and every boy I ever knew liked it and would rather work at it than eat, any time. They spend days on it and they don't know that the bell has rung until long afterward, many a time. It gets them into an energetic, reaching out attitude. They learn that they can do things if they stay with them long enough and they don't go about in a gingerly, I'm-sure-to-fail way any longer. Yes, I believe in manual training, or any other work that children like, for that matter. But it must be work that children like to be educative. If we had more of it in the schools children would learn to work and not to shirk it and I would not need to live awake nights wondering why California makes bad men so fast as to need another prison. The trouble must be at the root; at least, that's my view of the matter."

And I? Well, I do not believe in formal discipline, that is, a discipline which comes through formal lessons. That is not what we are talking about here. Nothing succeeds like success, and work that one likes and can do something in, gives him ideas of himself, of how to work, and what work means that he is bound to generalize and apply in many directions. But one must get ideas, that he can use, from his work, or it will have no educative value whatever.

* * *

The tradition of the California rural school is an annual or semi-annual change of teachers. By the time the teacher has fairly established himself in the district and come to know some of the patrons by name, the desire for a new teacher comes upon a trustee or parent, and the position of the incumbent is made uncomfortable. The teacher may be just out of the Normal School and unused to friction; or she may be so accustomed to the "teachers moving" day that she accepts the order to move on with a sigh of resignation. In some school districts the trustees pretend that they are

**Change of
Teachers in
Rural
Schools**

experimenting in order to find some teacher that will "suit." But they do not seem to realize that the ideal teacher who can please all members of any community is not to be had. Practical men, in employing service, make a fairly careful selection and then do the best that is possible under the circumstances to improve that service. Many school trustees are thus practical, but some are not, and it is this class that is largely responsible for the class of "tramp teachers," the teacher who wanders on from district to district, from county to county, never settled, never in any satisfactory way influencing the community.

The rural school of California will have to be improved. School trustees will be largely responsible for its improvement. The school trustees of California are an unpaid body of public servants who are doing excellent work in most ways. But wherever we find poor rural schools we find that the trustees have low ideals in at least three respects; and not until the men and women who serve in this capacity have a fuller realization of educational conditions can we expect improvement. In California rural schools (the poor ones, we mean) the pay of the teacher is not sufficient; the surroundings of the teacher are not made satisfactory; and the position is not stable. Good teachers must be fairly well paid; cutting the teacher's salary is a direct injury to the boy and girl in the school. Cheap teachers will certainly give cheap work. Many people entrust their children to people more poorly paid than those who train our horses.

But mere pay will not hold a teacher. Where there are poor schools we frequently find the teacher obliged to board at some place which is not her choice and where she is not comfortable. Trustees should see to it that the district provide or make possible some living place where the teacher can find comfort. Some districts give the teacher only the meagre accommodations that they give a transient "hired man." Given these two conditions (for without them the best teachers will always "move on"), the trustees must make up their minds to retain the fairly acceptable teacher. Give her support, encouragement, promotion; and the return to the children of the district will be manifold.

There are those who deplore the absence of a uniform course of study for the schools of California. It is easy to make arguments showing the good results and economy that would flow from a course of study which should be uniform for all of our 57 counties. But those of us who have had to do with the making of courses realize that we are yet in too primitive a stage to safely embark on more of "State Uniformity" in this direction. Each year, in dozens of counties in California, the members of the County Boards meet to revise the existing course of study. In some counties the revision amounts to little more than the incorporation into the course of some of the newer idiosyncrasies of the members of the County Board. But, in the majority of counties, as one may see by comparing courses of the present with those of the past, the revision is a more serious matter. Some of the members have been studying other courses and reading the better educational journals to advantage. What they find they put to the test of experience and the result is—growth. Naturally, too, each county is carrying on educational experiments. Especially in counties with live and vigorous superintendents—of which several could be named—the course of study reflects progress. There is little uniformity in the more progressive sections of the State, for there is much of intelligent variation. To these variations we look for signs of improvement. Some experiment, some flash of insight, and behold a new step is taken educationally. If this were not the case, the sums of money, ranging from \$100 to \$800, that are spent in revising the course of study would be wasted. One must confess that this is a slow and clumsy way of carrying on educational experiments; but not more clumsy than are the majority of social experiments in these days.

State uniformity in course of study is something to look forward to when we shall have reached the stage where we can consciously and carefully carry on educational experiments; when we shall realize the desirability of flexibility in the course; and when we shall have more adequate appreciation of educational values.

**State Uni-
formity in
Course of
Study**

Four years ago California adopted laws relative to the issuance of high school teachers' certificates which have made her envied by the educators of other States. Briefly, the law provided that in the future the high school teacher in California must be a graduate of a reputable college, and must have had teaching experience or must have studied a moderate amount of pedagogy. The system of issuing high school certificates on examination was abolished.

**Examina-
tions for
High School
Certificates**

The result was an immediate uplift of our high school standards. The prospective high school teacher no longer crammed himself for the examination. The County Boards, frequently with no member holding a high school certificate, were no longer obliged to give the farcical examination which had hitherto prevailed. Solidity of preparation for this important calling was placed at a premium. So widespread have been the good results of the system of issuing high school certificates on credentials only, it would seem that no one would desire to return to the old antiquated form.

But there are a few promising teachers, those who have perhaps graduated from a normal school, or from some unaccredited college, against whom the present system works a hardship. By self instruction they feel that they have fitted themselves for work that is more advanced than the teaching of an elementary school. They may be unable or unwilling to go through the routine of getting a degree from an accredited college. It is probable the number of prospective high school teachers thus situated is small, but many citizens and some educators are of the opinion that special provision should be made for this class. It will be recalled that the last Legislature passed a bill providing for the restoration of county examinations for high school certificates, and it is generally claimed that the Governor was greatly urged to sign the bill.

If it seems necessary to revive the examination system for this grade of certificate, provision should be made for having the work carried on in a more satisfactory manner than has been the case heretofore. Outside of a few large counties the high school examinations of a few years ago were a complete farce. A collection of the questions used by County Boards will seldom show an examination more difficult than that imposed for admission to any of our

better universities. Frequently the test was a perfunctory one carried on by men who could not have passed it themselves.

A move in the right direction has just been taken by the State Board of Education. The Board undertakes to carry on examinations for high school certificates and to employ experts to pass upon the merits of the candidates. There is every reason to believe that this measure should cure the minor evils of the present system, and at the same time prevent a return to the deservedly obsolete form of county examinations.

* * *

The man of business does not know much about our educational theories, nor can he always follow us in the hair splitting discussions with which we frequently amuse ourselves, but he can usually tell what good a given study has done him. His commonsense way of looking at its worth points to conclusions which the pedagogue can well afford to consider. We have asked a few of the prominent business men of San Francisco to tell what value they have gained through the study of arithmetic.

Mr. James K. Lynch, cashier of the First National Bank, says in response:

“Since I have entered business I have used comparatively little of the arithmetic and other mathematics that I studied in school. It is a fact that the boys, graduates of the public schools, seeking employment, show a lack of ability to handle figures correctly and rapidly, and they are also noticeably deficient in the matter of handwriting. If the graduates of our public schools *know* the multiplication tables, how to add, subtract, multiply, and divide, and how to handle fractions and decimals, they can very quickly learn the application of figures to any particular line they may take up. The trouble appears to me to be, not that the schools teach too much, but that they do not teach *thoroughly* enough. The attempt to teach trade rules theoretically, seems to me to be a waste of time, as every line of business has special methods, developed through

**Business
Men on
Arithmetic**

practice, which are usually different from those taught in the schools."

Mr. William Greer Harrison of the Thames and Mersey Marine Insurance Company, and President of the Olympic Club, writes as follows:

"In my school days the study of Latin and Greek was regarded as being of more importance than arithmetic, and the "Humanities" held a similar position. I was considered an expert in arithmetic when I could tell what $\frac{2}{3}$ of $\frac{3}{4}$ of a penny was, and the ability to make answer indicated that I had a proper appreciation of mental arithmetic. In my opinion, altogether too much time is devoted to complex arithmetic, the simple forms being adequate to the requirements of later years.

A knowledge of geography is of greater value. Likewise, a study of history or literature and a knowledge of the manners, customs, and habits of foreigners seems to me better for any youth than the knowledge of figures—the latter being largely mechanical and gymnastic in character and therefore easy of acquirement when called for. On looking over the text books in arithmetic I have often wondered that there is not more brain fever among school children. Not ten per cent of the business men whom I know could answer the arithmetical conundrums propounded to the children in the public, and possibly private, schools. I have never been able to appreciate the value of such questioning. When leaving school if a boy is quick at addition, multiplication, subtraction, and the rules governing fractions, he has all the basic knowledge required. The operations, however, have been made to look small in the eyes of the child by the exactions of the more elaborate and less useful efforts to become stock brokers, bankers, tax collectors, exchange clerks, before they are out of knickerbockers and when they should be romping in the open.

Instead of forty-five minutes per day devoted to arithmetic, I suggest fifteen minutes as being ample, the other thirty minutes should be given to a talk on some subject of present and vital interest; say, on the wonderful conversion of Japan to Western civilization, and similar subjects. Less commitment to memory from text books, and more remembrance of the teacher's talks would be of advantage."

Teaching of Physics in Secondary Schools

BY ELMER E. HALL.

Whatever be the vocation, mastery of details tends toward success. For the teacher success is inseparable from mastery of details. From beginning to end the teacher's work is made up of details, and in their proper adjustment and solution only, lies real success. It is to the consideration of a few of the practical details in the teaching of physics that I invite your thought. The question to be discussed is how to present the subject of physics so that its study may be made of greater value to the boys and girls who are soon to be men and women. I say the question to be discussed rather than the question to be answered advisedly. The answer can be made only by each teacher for himself. There is no one answer, no one solution. This is fortunate, it gives the individuality of the teacher room; furthermore, if there were but one solution, none of us might find it. Again, there is no evidence that the complete and final answer ever can be given. This again is fortunate, for progress can only be made through the continual readjustments made necessary by experience and discovery. If, by the discussion of these details, some teacher of physics be given that which shall enable him to answer better the question proposed, the object of this paper will be attained.

The first detail to be considered is the choice of subject matter. The guiding thought here is not hard to find. The real claim of physics to its present position in the school program lies in its close connection to matters of every day experience. The study of physics has been practically a failure unless it has opened the student's eyes to the things about him, and lead him more carefully to observe and to think about the phenomena of every day life. Here lies the first clew to subject matter. It should be drawn largely from common experience.

The fact that the study of physics is an inquiry into the processes of nature should not be lost sight of in the artificiality of the laboratory. The phenomena of nature as they spontaneously occur are generally complex. The function of the laboratory is to separate the essential elements which enter into the processes of nature, and by watching the phenomena they exhibit in simple combination thereby more readily to gain an insight into the processes as they occur spontaneously in nature where a greater number of combinations are simultaneously superimposed. Having thus decided that the subject matter selected shall group itself about things of common experience, the details of the choice of

subject matter are to be worked out with *simplicity* as the guiding thought.

There seems to be a feeling among most writers of elementary text-books of physics and among many High School teachers that they are not doing their full duty unless every topic of recent discovery is mentioned and the latest theory of the professional physicist touched upon. This is not the method in other subjects, why should it be in physics? Differential equations are not presented to the beginner of algebra, yet they might well be if much of the material often presented to High School students of physics is legitimate. The value of physical knowledge for purposes of elementary instruction depends entirely upon the completeness with which it can be understood. The forcing upon young students ideas for which they are not prepared and conceptions which can have no meaning to them will produce one of two effects. In one type of student it will produce distaste, if not actual hatred for the whole subject. Other students it will deceive and give them inflated ideas of their own knowledge. Examples of both of these types are to be found in our schools in too plentiful numbers.

Doubtless more mere information may be obtained by a dogmatic study of one of the High School texts which presents the subject of physics in cyclopedia fashion. But we must not lose sight of the fact that for purposes of education the most important function of information is to furnish material for thought, and hence information is only really useful in so far as it is understood. The success of our teaching is not always to be measured by what our pupils know at the end of the year, but rather by what they are at the end of ten or twenty years. Creating and stimulating an appetite for knowledge and the imparting of good method are of prime importance. The term good method is comprehensive. It means the acquiring of good mental habits, habits of alertness, habits of honesty, habits of accurate observation and of clear and precise thinking, habits of logically relating ideas as well as of logically arranging ideas. That the study of physics may more readily be made a source of inspiration and good method by keeping the subject matter within the comprehension of the pupil seems almost axiomatic.

If what has been said is pedagogically sound, the subject matter presented must be restricted to the simpler things. Material which is too complicated to be understood and which would lead to superficial and vague thoughts and discussions should be guarded against. "Kinematics" beyond the simplest conceptions, the "absolute system of units," and such topics as "liquid air," "the polarization of light," "electric waves and wireless telegraphy," "cathode and Roentgen rays," "radium and radio-activity," and kindred

topics have, at present at least, no place in High School physics. The attempted treatment of such subjects is of necessity superficial and largely meaningless. Not only is the student unprepared to comprehend them, but there is danger that their presentation will actually dull his appreciation and thirst for knowledge of simpler and more common things. These subjects excite wonder to be sure, but wonder must not be mistaken for healthy interest. Physics does not mean a conglomerate of curiosities. Facts which cannot be brought into relation with what is already known except by processes of reasoning beyond the reach of the beginner, must be omitted. With the limitations thus placed upon the choice of subject matter, the field left is still so broad as to demand careful selection on the part of the teacher to bring a well-rounded course within the limits of one year. The object to be kept in mind is the choice of the material which will most readily maintain wholesome interest and best inculcate habits of close reasoning. Both inspiration and good habits of thought can best be gained by a course whose central idea is a well connected logical consideration of phenomena already more or less familiar, the laboratory and lecture experiment furnishing additional phenomena by way of connecting links. This idea has been well expressed by Professor Slate in the May number of *The Western Journal of Education*. "To appreciate what the indications of a barometer or a thermometer mean; to connect the observed influence of lakes and ocean upon climate with the known physical properties of water; to conceive aright why the pump acts, the chimney draws, the dew falls, the ford looks shallower than it is found to be—in a hundred instances like these, information, and power and insight can be gained, we hope, by girls and boys equally, under a good teacher's leadership in classroom and laboratory, with every stimulus of vivid interest."

What has been said is not to be interpreted to mean that modern discoveries, inventions, and theories are to be ignored, but that the criterion by which they are to be judged is simplicity. If they can be connected to things already known by reasoning within the range of the average member of the class, they are eligible to a place. Their importance must then be weighed against the importance of other material already in the course and the relatively least important cast out. The whole must then be logically connected.

This brings us to the second detail—the presentation. The first point to be emphasized is the *unity* of the subject. Physics is one subject and not a hash whose ingredients are mechanics, heat, sound, light, magnetism, and electricity. The teacher, then, should have a well-grounded belief in the unity of the subject and present the subject matter selected by a well thought out method, in an

orderly and carefully chosen sequence. This, you say, is a palpable truth. Yet the plain facts show a mixture of inconsistent methods. A dogmatic statement of facts and theories on the one hand and careful elaboration of experiments on the other. Again, the most incongruous phenomena are often discussed almost in the same sentence, and the connecting links necessary to make a unified course are often never supplied.

The student is frequently introduced into the study of physics by a course in kinematics flavored with mechanics. He is made to imagine he understands the complex ideas of acceleration and momentum, when he has no clear grasp of the simpler and more fundamental ideas of position, velocity, and mass. He is given a vague notion of force and energy by means of carefully worded text-book phrases and can quote glibly loose definitions of molecules and atoms. He is bombarded with one technical term after another, which are without meaning to him, as a preparation for the things he is going to find out. The above method of introducing the subject is by no means obsolete. Nothing could be more conducive to completely deaden what initial interest the student had, and interest once dead is hard to resurrect. No effort should be spared on the part of the teacher to put himself in touch with the previous experience of the students in the community in which he teaches and to build upon this experience a unified superstructure, the entire general plan of which has been carefully thought out before the school year opens. Definitions and technical terms are to be introduced only when actually needed. First show the existence of the phenomena or property in question, then give a name to it. The use of physics is not to explain technical terms, but the use of the terms is to simplify the discussion and facilitate the study. If they do not do this to the student they had better be omitted altogether. In any case, before they be introduced, the phenomena or property should be discussed in language with which the student is already familiar. If this method were adhered to, the complaint that the subject of physics was too technical for the High School student would disappear. It is not the subject matter that is technical, but the method of presentation.

Again the question arises, to what extent shall physical laws be expressed in mathematical form? This must be settled by each teacher in the light of experience and of the plan adopted. The teacher whose training has been largely mathematical is in danger of carrying mathematics to too great an extent into his presentation of physics. On the other hand, the teacher whose training has been largely in chemistry or biology often almost entirely omits mathematical statement. The middle course is to be taken here as

elsewhere. In any case, the solution of problems by mere formula and not by thinking is to be deprecated.

In the matter of both subject matter and presentation, the teacher must have sufficient grasp of the subject not to be a slave to the text-book and to make and keep clearly in mind an outline of the course, and to guide wisely the discussion, keeping it in harmony with the previously conceived plan. This will require continual "hedging in" on the part of the teacher and the moral courage to refuse to discuss or to take up questions he knows are beyond the range of the pupils, or whose introduction would break into the logical sequence or exclude more important topics. The region near the border or limit of any individual's knowledge is always hazy. But the only sound basis on which that border may be widened is a clear conception of more fundamental principles, combined with habits of careful thinking. The teacher may well be satisfied with the year's work in physics if clear conceptions of a comparatively few fundamental things, and good habits of thought have been formed. In the process of "hedging in" the teacher will, of course, mention regions yet unexplored, or questions yet unanswered by the class, to avert the danger of any member of the class unduly feeling the importance of his own wisdom. For humility is the becoming attitude of him who pries into nature's secrets.

An important aid in the presentation of physics is good laboratory equipment. Physics hold the unenviable reputation of being, from the standpoint of equipment, the most expensive study in the school program. School boards are generally ready to give support, and rightly, only when they are convinced of the need. It is the duty of the teacher to know what he wants and to be able to show why he wants it. Extravagant or indiscriminate buying is to be avoided, but by judicious buying each year even a small High School will soon have a good working equipment. Inspection of the laboratories of the State reveals the astonishing fact that many High Schools have not provided any means of caring for the apparatus purchased. There are no cases, the floor, the table, or possibly open shelves, hold the corroded, dust covered collection. This leads to unnecessary buying. For example, in one small rather poorly equipped High School I found three dust covered air-pumps standing on the floor and was informed that none of them would work and that a fourth was soon to be purchased. It seems this is not a peculiarity of California schools. Mr. Strong, in writing of the High Schools of Michigan, said that the "epitaph upon much of our High School apparatus might well be that of the cady in the golf story, 'died of standing around'." Lack of care of apparatus not only deprives the teacher and the pupils of good material with which they might

otherwise work, but it has a bad moral effect. The experimental work is to assist the teacher in imparting good method. Good method demands carefulness and neatness, orderliness and respect for property.

A detail in the presentation which may well be emphasized is the experimental talk on the part of the teacher, accompanied by questions and class discussions. If proper emphasis were placed on this phase of the work, the strain which exists in many of our laboratories might be relieved. To my mind, the best course will combine carefully planned laboratory exercises, mainly quantitative, fitting into and being a part of a connected course of experimental talks and discussions by teacher and class, with clear cut recitations where the teacher does not do the talking and where loose statements and reasonings are not accepted. Text-book and reference book work has its place, with proper guidance after the experimental talks and before the recitation.

Another detail which needs emphasis is the historical side. Its value is not fully recognized by many teachers. The stimulus and broader view obtained by introducing some historical matter well repays the time taken, especially as most of the material can be introduced incidentally by the teacher in the experimental talks. A knowledge of the struggles undergone by original investigators should give to the teacher greater patience, and a keener appreciation of the difficulties encountered by the pupils, while to the pupils' knowledge of these struggles should impart the lesson of persistent effort. Historical material humanizes the subject and thereby adds interest. It gives closer insight by showing how our present knowledge was obtained, that this knowledge did not drop complete and ready formed from the skies, but is the result of patient effort on the part of many investigators. The student may be lead to see that new items are being discovered at the present time, and to appreciate that the subject is a live, growing subject. This spirit of vivid interest, this spirit of the investigator is important and worth cultivating. Here the teacher ought to be an inspiration. Interest and enthusiasm are catching. Unless the teacher is enthusiastic in his subject, the class can hardly be expected to be. The teacher should therefore cultivate the spirit of investigation. The spirit of investigation always comes with the habit of investigating and the habit of investigating is formed and maintained just like any other habit. The teacher who does not deliberately form the habit of investigation, the habit of close observation of detail outside as well as inside the laboratory cannot attain the high ground on which it is possible for him to stand as a teacher. I am not insisting that High School teachers do "orig-

inal work" in the sense usually meant, but I seriously commend to you the cultivation of the spirit and habit of investigation, and you will be rewarded not only in your own interest, but also in the reflection which will come back to you from the class. The element of time does not necessarily prevent this. It is my experience—I speak both as a High School and as a University man—it is my experience that from the standpoint of time the University instructor has very little, if any, advantage over the High School teacher.

The detail of presentation, then, will demand a connected unified course, the plan of which has been carefully thought out by the teacher before the school year opens. It will demand on the part of the teacher a grasp of the subject which will enable him to be independent of the text-book and to mould it to his own needs. So far at least as physics is concerned the material and method of the University course must not be borrowed by the High School. The ends sought, as well as the conditions under which the work is done, are entirely different. Most text-books have failed to recognize the difference between the methods and aims of the University and those of the High School. Hence emphasis is laid on the necessity of the High School teacher being able to mould any text-book to his own needs and methods. High School instruction in physics demands a distinct method of its own. As Professor Hall of the Physics Department of Harvard expressed it, "it is the duty of the schools to make their teaching *good*, it is the duty of the colleges to recognize and build upon such teaching." I commend to you for our High Schools the doctrine of greater simplicity, of less technical physics, of closer connection between the classroom and everyday phenomena. This doctrine is not new. It has been consistently and persistently advanced by several prominent teachers of physics.

What has been said must not be interpreted to mean the course in physics shall be made weak and easy. It will be more simple, but less superficial, material not within the students' comprehension will be omitted, but he will be encouraged to close and connected thought on the material presented. It will be the aim to give inspiration and to impart the modern scientific method, which trains the judgment and invites to habits of orderliness and of logical thought.

The Book and the Boy

There are few who will not admit, with certain limitations, that it is good for boys to read books. But in what does this value consist? And what are the limitations? The first question is what I am here to talk about to-night. Let us dispose of the second before we take up the first.

There is no particular virtue simply in reading. So far as much reading that we do is concerned, it would be better if we saved our eyes. It does not lead us to useful thinking, which is the chief value of reading.

In admitting the value of reading, each may have his own limitations, covering in the aggregate a number of reasons, valid enough in their particular applications. We may say, it is good to read only this kind of book or that kind. It is not good to read in bed or at night or when the light is bad, or when one might be out in the sunshine, or when there are lessons or work to be done, etc. But for our purposes to-night I am going to place but two limitations upon the proposition that it is good for boys to read and I wish that these limitations would be always borne in mind in what follows: First, it is good for boys to read books only when they are written in correct English, with not too frequent use of slang nor other corruptions of speech. We would hardly set up Chimmie Fadden, with his eternal "see," "sure," "Bloke," etc., as the proper guide for our boys in the choice of words.

Second, it is good for boys to read books only when they do not give false pictures and ideas of life. We would not have our boys look upon the doings of the Katzenjammer Kids, Peck's Bad Boy, or Jimmy Brown, as the proper way of showing respect to their parents. We would not have them believe that they can run away from home and find a braver, freer and a happier life as sailors, detectives, train robbers or cowboys, such as many juvenile heroes, that we might name, have found. In other words, it is not good for boys to read books in which are depicted conditions or ideals of life that are not fairly typical of real life and that are not such as it is best for the boy to aspire to himself. I do not wish to imply that boys will immediately or ultimately go to the bad if they read such books, but simply that it is not good for them and that there is a host of books that are better.

These two limitations granted, wherein does the value of reading the accepted books consist? Simply in that it instills correct language, accurate and wide information and correct pictures and ideals of life. Reading good books is just the same as going in good company. A good author is good company—the best of company—such a person, in short, as we would be fortunate if able to

meet and know." And yet, when he puts his best side forward in a book, that is in fact the effect and benefit secured, of keeping company with such a desirable person in his best moods.

There is, of course, no parent who will not affirm the desirability of his boy's keeping good company. Nor is there any who will not do all in his power to secure this great benefit for his child, as it is recognized that this is one of the best means of rising in life. When I went to school in San Francisco, there was a rule that children must attend the school nearest their homes. This was made to prevent the undue overcrowding of the schools in the better neighborhoods and the consequent emptying of those in the poorer. For parents would send their children from one end of the city to the other to attend certain desirable schools.

But admitting all this, it may yet be urged that there is plenty of time, that it is best not to rush the boy too fast. He is young but once and will be a man all too soon and once for all. Let him run and play and get a strong body. Bye and bye will be time enough for all this care with his reading.

But it will not. Youth is the period and the only period of plasticity of mind as well as of body. Tendencies then received are in maturity hardened into well nigh unalterable habits. "As the twig is bent, so the tree inclines." "The boy is father to the man."

Halleck says: "Roughly speaking, the plasticity of nerve cells is inversely proportional to their age. A woodchopper may sharpen his axe as well the next week or the next year. . . . but the nervous system can be effectively trained only in youth. An adult may be approximately defined as the sum of his youthful nerve reactions, which tend to perpetuate themselves." ("Education of the central nervous system," p. 95.)

The nervous system of youth is particularly impressionable, simply because it has not yet received so many impressions as it will later have received. The nervous system is in some respects like a vast network of electric wires, such as are installed for lighting a building. There is a wire to carry the current up to the light and one to carry it away. So there are nerves that lead from the surface of the body—the eyes, the ears, the nose, the fingers—everywhere—to the brain and there are other nerves that lead from the brain back to these places. The first carry the stimulus of the senses—sight or smell or whatever it is, in to the brain and the brain turns the currents into thought and, if an action is required, as it usually is, sends the order for it through the outward-leading nerves. Thus, while the return electric current is simply a waste, an unused current, the return nerve current does something that produces an action. Suppose that you are crossing a road and see a

wagon approaching. The eye nerve sends the message to the brain and if the wagon is too close for safety, the message will be of such a character that the brain will send orders along the outward-leading nerve for the legs to hasten, or to stop, as the case may be. Of course, all this is automatic, but it may nevertheless be analyzed in this way.

What we are coming to is this: Not merely are the messages brought into the brain by one set of nerves and there deciphered and the orders sent out by another set, but when a message has once been sent in and out over a certain nerve, the tendency is for it to go the next time by the same path and in the next and the next, the tendency becomes even stronger, until at length a cast iron habit results, whether merely of thought or of thought and action. Place a young child out on the road and let the wagon come for the first time. The child will not know what to do. Eye, brain, nerve and muscle are not yet working in accord. After a few times, however, the child will learn how to take care of itself. But not until after the first few years will the action become unconscious and automatic. Once become so, it can never be undone. You could not now unlearn how to walk if you tried, and yet walking was once as much a conscious effort for you as would now be involved if you were for the first time to run an automobile. It is the same in the affairs of daily life—even the commonest; in thinking, as well as acting. Anything that you think and do over and over again you get used to thinking or doing in a certain way, and any other way is very difficult.

I hope you do not feel that all this has nothing to do with the reading of books by boys. For it has a great deal to do with it. As I have said, youth is the time and the only time of plasticity, when habits of thought, of language and of action are formed. And, once formed, they are, as we have seen, very hard (sometimes impossible) to change. We all know how hard it is to break a habit—we all know how well nigh impossible it is to break some habits.

Says Halleck: "The writer can never forget the despair of a man who had become wealthy and who wished to go into educated society. Early associations had trained his motor mechanism of speech to say 'He done wrong,' 'I laid down,' 'I could have went.' He procured teachers to instruct him in the right forms, and finally learned them so that he could write them out correctly after a little study. But, alas! he could not talk with his pen or fingers. The brain cells governing the vocal muscles worked automatically, as they had been early habituated. This automatic working was followed, but not preceded, by consciousness. Not until after the words had escaped him would he know that they were wrong. The brain cells in his third left frontal convolution, with the vocal

habituation due to them, were an enemy watchful and relentless enough to keep him out of educated society." (Central nervous system, p. 95.)

Is it not of the utmost importance, then, that we exercise great care as to what kind of thoughts and what resulting predisposition to actions get engraved upon the plastic brains of our boys? since the easiest (if not the only) time to attend to this is in youth. And if good books make for good thoughts, these most likely for good actions, ought we not do all in our power to place good books in our children's hands?

But the whole story is not yet told when we have finished with the matter of nerve currents and their early tendency to become habitual. This important fact still confronts us: that the mass or sum total of thoughts or nerve currents already in the brain determines in a very large measure what new ones shall be added thereto, just as the initiators of a lodge decide as to which applicants for admission shall be permitted to join. The psychologist calls this sum total of thoughts in the brain the Apperceptive Mass and the sole and whole aim of modern education may be said to be the building up in the child of the proper apperceptive mass. This it is that gives to the ideas in our minds their common tendency to recognize other ideas of their own family and to go out after them and take them up. "Our ideas become grappling hooks for other ideas of the same kind," says Dr. E. C. Moore. In other words: This apperceptive mass determines what shall be added to it in this way: It is interested mainly in such thoughts and things, or phases of them, as are like or related to some thought or thoughts already in the brain. Determining thus, what we shall be interested in, it determines also the further course of our education, for we will attend to or take notice mainly of such things as we are interested in.

Thus it is that our brains generally continue to grow in the same direction. It is like traveling around in a circle. Apperceptive mass determines interest, interest determines attention and this last still further determines the apperceptive mass by adding like to it and re-inforcing it. It is the tendency of thought birds of a feather to flock together, just as it is for any other kind.

I do not mean to say that this process is a hard and fast rule, without exception, and that no new nor diverse thoughts can come into the brain—for that is not so. New brain tracts can be and are made after maturity, but not usually. The thought of the general run of people continues to travel around in a circle, and their minds to grow, when they do grow, along the line early fixed by their apperceptive masses. This is why there are so few really broad-

minded people—that is, folks who are interested in a great many diverse things and diverse phases of things. When we see such a person, we remark on his versatility. This is also why it is so hard to convince folks by argument. Their apperceptive masses assimilate all our choicest reasons to their own ends. We have all dealt out these logical boomerangs.

As illustrating the relation of the apperceptive mass, interest and attention, we may cite the case of the machinist who looked for the first time at the Donahue Fountain, in San Francisco. This is the statuary which represents machinists stamping out a piece of metal at a huge punch. "Look there!" exclaimed the mechanic, moving closer up, "the thread on that screw is running the wrong way. Wou could never get the nut to stay on that. Look at those propeller blades! They are all wrong." His trained eye, interest governing attention, picked out flaw after flaw in the detail. But the striking effect of grace, power and action in the whole, which the artist, fifty feet off, was taking in appreciatively, was entirely lost on the mechanic, while the former heard the latter's comments with an impatient sneer.

Those things that we call ideals, high or low, good or bad, are simply the result of the sum total of thoughts in our brains about this, that and the other thing. When we say that boss Croker has low political ideals and that President Roosevelt has high ones, we are simply characterizing the apperceptive masses of these two men. If we can imagine their cases reversed, and that the mass of Croker's brain tracks had been built up like those of Roosevelt, and vice versa, their actions would inevitably have forced us to admit that the high ideals were Croker's, and the low, Roosevelt's.

If you wish your boy's brain to gather a mass of thoughts which shall result in high or good ideals—which shall result in his being a good, a useful and a successful man—you must watch him in the early, the formative, the plastic phase, and make it your active business that he keeps such company, has such associations, and so far as you are able, sees only such sights, as will make for this result. For if you let your early chances go by, it will be too late, your boy will be like Humpty Dumpty—all the king's horses and all the king's men can never put him together again. As Dr. Jordan says, "It is always too late to mend, to be what we might have been."

I do not mean by this to sound a quack's warning; to say that your boy will be irretrievably ruined and will surely go to jail. But I do say that unless you make sure that his young thoughts are

the best thoughts, he will not grow up to be the best possible man—which is, of course, every parent's desire.

And now we swing around again in our mental circle. For without detailing all the elements that go to build up a good apperceptive mass in the boy, I simply assert that good company is an essential and that good books are good company. So it behooves you to go out of your way to place good books in your boy's hands. And to see that he reads them appreciatively and understandingly. It is not sufficient merely to hand a book out and say, "Go read this." The very best method of attracting interest (in old as well as young) is to read aloud from the book. Merely given the book in hand, the child may be discouraged either by the subject or form. The book may be, at first glance, unattractive, uninteresting, or both—a rusty cover, no pictures, the pages full of solid printed matter, or, if in the poetical or dramatic form, that is discouraging at first.

But select a part and read it aloud and explain it, perhaps add something to it by way of interpretation, and ten chances to one you will gain the child's interest and attention. The story hour for reading aloud is getting to be a valuable feature in the children's rooms of many public libraries.

At the beginning I spoke of good books and said that they are the only kind to be considered. Books correctly written in good English, with proper views of life. Just now I used the term "interesting." By a good book is not meant a "goody goody" book—something like the old-timers—the Rollo books and Sanford and Merton, and others. These "goody goody" books are just as false to life on one side as the bady bady books are on the other. A book that shows folks in false, in unreal relations to one another—the bright, manly youngster of sixteen overthrowing the hardened old skinflint village capitalist—which gives false ideals of life (very likely in incorrect language)—this book, goody or bady, is not a good book. But there is nothing to prevent a good book from being interesting. In fact, every good book is bound to be interesting to somebody. Kant's Critique of pure reason, or Darwin's Descent of man, these are interesting to any one whose apperceptive mass is such as to draw his attention to them. That is, to one who is interested in the subject.

An interesting book, then, is so to one who is interested, and when we hear of a book that interests a large proportion of mankind—like the Bible—we may know that that book deals with subjects with which the life of man is closely bound up. It is the same

with a novel which reaches wide popularity—such as *The Crisis*, *David Harum*, *Ben Hur*, *The Virginian*, etc.

Thus a good book is interesting, but an interesting book is so only to such as are interested. So do not desire that your boy be interested in every book that interests you or some other mature person. His brain may not be prepared to attend to it.

If we regard the thought in books from the point of view of the brain's operations in understanding it, we will make two classes: (1) of abstract thought or matter, and (2) concrete thought. Of course these are not always to be definitely separated. Abstract thought is mostly to be found in books of philosophy, religion, science, etc. Concrete thought is mostly to be found in story books. If you want to make an abstract thought plain you illustrate it by a concrete one. Columbus did this when he took an egg to illustrate his theory of the earth's shape. The concrete thought produced in Newton's mind by the sight of an apple falling to the ground led to the discovery of the abstract law of gravitation, and the same with Watt and the steam engine. The concrete example is used by all orators to drive home their abstract thoughts. Lincoln's stories are a case in point. What I am doing now is a case in point. Everybody recognizes that concrete thoughts are easier than abstract ones, even to the best mind, and much more so to minds not so well trained. And it is largely because it is well nigh instinctive for us to think in concrete thoughts, especially when we are young, that we like story books best, which have few abstract thoughts in them. So do not be disappointed if your boy prefers stories—there are plenty of good ones, that will give him good concrete thoughts, which will lead to good abstract ones. There are also plenty of good and interesting histories and biographies which have a large proportion of good concrete thoughts in them. These are books that you can get your boy to read. But get him to show you the books that he reads and to read them to you, and you read them to him, and talk to him about them—meet him on his own ground, and take an active interest in his reading, and you need have little fear about your boy's future.

JOY LICHTENSTEIN,

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Books and Magazines

Among the many problems confronting educators and school teachers one of the most important is the value of home work. The question has been asked: "Is home work necessary or desirable?" The answers are of a conflicting nature, dictated as they are by the individual opinion of theoretical pedagogues, or by the experience of observant schoolmasters. For some time efforts have been made in Germany and Switzerland to determine the problem by the help of psychological experiments performed on children of the national schools of both countries. These investigations have been carried out with the utmost care by the united efforts of psychologists and national-school teachers, whose work enables us to form an opinion based on the results of strictly scientific research.

Home and School Work

In 1904 Dr. Meumann, Professor of Psychology at the University of Zurich, published the methods* and results of a long series of careful experiments carried out by him, with the help of school teachers, on children of the national schools of Wurzburg and Zurich. If the conclusions drawn by Prof. Meumann are correct, viz., that the value of home work has been greatly overrated—a saving of time and energy might be effected by a method of teaching which would reduce home work to a minimum.

Prof. Meumann points out that in these investigations it is absolutely necessary for theory and practice to go hand in hand. Before giving a detailed account of his measurements of the work, he contrasts the conditions under which home and school work are done. The pupil, he says, who works at home is isolated, more or less dependent on himself; the pupil in class works as a member of a community, as one of a whole body. The work of the isolated pupil must therefore be judged as the effort of a single person. On the other hand, work done in class is a kind of collective work—for a number of pupils striving together for one and the same object are in such close mental relation one to another that we may speak of a working community whose efforts must not be considered as the sum of individual efforts, but as the work of one community as a whole.

The experiments of Prof. Meumann are based on comparisons of the work of pupils isolated under strictly controlled conditions with that done in class, of work done at home with that carried out in school. In all cases the faults of each task were classified accord-

* "Home and School Work." Experiments on National-school Children, by Dr. E. Meumann. (Leipzig: Julius Klinghardt. 1904.)

ing to kind, and carefully noted. The experiments were undertaken at the same time by Prof. Meumann and Dr. Mayer, national-school teacher at Wurzburg. The problem they sought to solve was: "Is class work more beneficial for the individual, and under what conditions does it produce better results, than the work of an isolated pupil?" While Dr. Mayer strove to answer the question by means of tasks such as are usually set in school, Prof. Meumann, in order to determine the limit of memory, subjected the pupils to a purely psychological investigation, the result of which, he says, was astonishing. There was little difference between the isolated and the class work of pupils of thirteen and fourteen, whereas in that of the younger children—especially those of eight and nine—it was remarkably great. It was found, on an average, that in class examination children of eight and nine repeated from memory three words all correctly, of five words 4.09, and of seven words 4.06; whereas, in examining children singly, the average was—three words correctly, of five words 3.4, of seven words 3.2. These numbers show that children remember considerably less when examined singly than when they are in touch with the class. The results were so constant that there was no child who could remember more in isolated examination than in class examination, and they are all the more astonishing as the disturbing influences in a class might be supposed to detract the attention of the pupils. On asking the children whether they preferred to do the exercises in class or alone, 80 per cent. answered decidedly in favour of class work, 15 per cent. were undecided, and a very few confessed to being disturbed by the noises and whispering that usually go on. These latter proved to be mostly nervous and weak children, though among them there were pupils of exceptional ability. The power of concentration does not seem to belong to any particular degree of intellectual capacity.

The results of the measurements were decidedly in favour of class work, which was done, strange to say, by every child in considerably less time than isolated work. This was least conspicuous in dictation, which may be explained by the fact that the teacher was obliged to wait for the slower pupils before he could proceed. How great the saving of time was may be seen from the following numbers, the result of an exercise in combination (supplying missing words in sentences):

	Isolated.	Class.
Pupil F. Combination . .	13 min. 11 sec. . .	6 min. 45 sec.
Pupil W. Combination . .	6 min. 52 sec. . .	4 min. 40 sec.
Pupil M. Combination . .	12 min. 48 sec. . .	5 min. 50 sec.

and so forth.

The class work of slow pupils is often done in *half* the time isolated work demands, whereas habitually quick workers seem to

gain comparatively little time in class. The latter almost reach the approximate limit of their capacity in isolated work, and are therefore not capable of much greater exertion, whilst the slow workers need the stimulus of the class to do their best.

In comparing *results*, the greatest reduction in time was found to occur in mechanical learning by heart. The best mental conditions for class work were obtained by the order "carefully and quickly," both other commands producing a state of mind less favourable for any kind of work.

In order to control the results, Dr. Mayer repeated the experiments during the holidays, and found to his astonishment that even the direction "quickly and carefully" failed to effect the same saving in time as during term-time. He explains this by the absence of the greatest stimulus—ambition, whereas Prof. Meumann is of the opinion that more elementary psychical processes are here at work.

The quality of the work was judged by the absence of faults in a strict sense. 74 per cent. of all work done in class show less mistakes than the corresponding isolated work, memory work again heading the list. In all work done in class there is a tendency to uniformity, both the time taken for the exercises and their quality being more even than in isolated work. This uniformity appears under all conditions of class work. The results of holiday experiments show that, although no appreciable difference in time is obtained, the quality of the work continues to be higher than that of isolated pupils.

The product of the values of time and quality gave the average numbers expressing the total results. It was found that class work done under the direction "carefully and quickly" showed a decidedly higher value than isolated work. The order "as quickly as possible" proved most unfavourable, especially in mental arithmetic and tasks exercising the imagination. For the execution of the latter isolation seems to be not only favourable, but necessary. The beneficial influence of class work was felt by the best as well as the weakest pupils, but in the case of the latter the gain was extraordinary—timid and nervous children often losing their fear under the influence of co-operation. Strange to say, mental concentration is not weakened, as might be expected, but, on the contrary, strengthened by common work. If, therefore, a child has great difficulty in fixing his attention on isolated work, it follows that isolation tends to aggravate habits of thought-wandering.

The characteristics of pupils hitherto discussed, such as independence and timidity, are characteristics of will-power, but the experiments prove that, with very few exceptions, the above remarks concerning class work apply also to pure intellect. Now and then a case occurred of a child with weak intellect whose interest for some

one subject would not be sufficiently roused in class, and whose class work, therefore, compared unfavourably with that done in isolation; but even this applied only to certain subjects, and no case was found where class work was unfavourable in all subjects. On the other hand, the influence of class work sometimes proved detrimental to decidedly gifted pupils, more especially to such as combined high intellectual qualities with quickness of temperament.

Prof. Meumann regrets that, owing to a lack of psychological data, no explanation can yet be given of the results of the experiments: they can only be stated as facts.

GERTRUDE KNECHT.

—*The Journal of Education*, London.

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In most schools the language work of the first three grades, as shown in these exhibits, has the same content and virtually the same form. Every paper is practically the same. It is evident that the papers have resulted from the collective thinking of the pupils under the lead of the teacher, and were first put in form on the blackboard and then copied by the class for the exhibit. The defense of this procedure in teaching language, when it began forty years ago, was that the children ought to use correct forms from the beginning. Little regard was paid to the value of the subject matter of the writing, or to the interest the child had in it. Let the form be first taught with enough sense expressed to hold the parts together. The form could be filled later when the child should discover something he was interested in writing. This conception ruled in all primary work, until recently. Even number work was merely a drill in associating figures, or largely so. There was a film of meaning, to be sure, but little regard was paid to it. Only a few years ago the writer listened to a grammar recitation in which examples of compound sentences were required. Sentence forms were joined by different kinds of connectives, but whether they expressed anything that was true, significant, or of interest to pupil or class was a matter of total indifference to teachers and pupils. This was one of the best schools in a city where teacher and pupils had come up through the grades with their gaze riveted to the *forms* of saying, without having anything to say.

It was this rigid adherence to the idea that if one knows the *form* of saying or doing he can *say* and *do* when occasion requires, that has given to our schools that formalism in language teaching which has been their besetting sin for more than a generation. We have been working out of it in teaching number, and spelling, and

**Language
Work at the
St. Louis
Exposition**

primary reading, but in teaching the use of our language there seems to have been little progress, if we may judge from most of the language work shown at the Louisiana Purchase Exhibit.

The language exhibit from the schools in Cleveland, Ohio, showed a different purpose than the one described above. Beginning with the work of the first grade the "uncorrected" papers gave evidence that, from the first, the children had had much practice in oral composition in which they had been encouraged to talk freely. The papers showed the same freedom, no two being alike, and all manifesting an individual view of the matter about which all were writing. Each succeeding grade showed a marked improvement over the work of the preceding grade, in the children's power to do their own thinking. The penmanship partook of the ease with which the pupils thought and talked. The children and teacher had evidently talked together freely about the subject until they had acquired a variety of information, then each one seemed to have been left to relate what most interested him. The difference in the alertness, and breadth of the pupils' views in the same class was marked. Not less so was the difference in ability to select what was most important in the narrative. Each paper reflected what was going on in the child's mind. He was evidently learning to express his thoughts through his fingers as well as through his tongue, and the ease with which he could do the latter passed over to the penmanship. Nor did there appear to be any more bad spelling or other errors of form than in the uncorrected papers of other schools where each wrote the same thoughts in practically the same words as all the others. There seemed to be evidence, if not positive proof, that the way to teach correct forms of writing is to give the children much practice in clear and correct thinking and talking. Children learn to think well by talking and writing and to talk and write well by thinking. The two are but different aspects of the one thing—language—and each must be learned through practice of the other.—*School and Home Education*.

* * *

The following suggestive syllabus is sent us by the late Head Mistress of a rural high school. The ages of the pupils to whom the lessons were given ranges from eight to sixteen:

**How Geog-
raphy is
Taught in
One School
in England**

1. *Plan of Schoolroom*: position of windows, door, fireplace, and chief articles of furniture. One window faced E.; three faced S.; hence course of Sun was followed by the drawing down of successive blinds, and the points of compass were drawn on floor.

2. *Plans of large School Garden*: various parts taken separately, especially of the children's plots.

3. *Plan of village*: (a) the main roads, meeting at the Village Cross; (b) turnings out of above; (c) site of chief landmarks—School, Church, Village Cross, Public Hall, etc.; also several pupils' homes.

4. *Outskirts of Village*, whence some pupils came in to school, and others often visited. (a) the chief roads leading out of the village to neighbouring districts; (b) comparison with the railway cuttings wherever these crossed or coincided.

5. *Bird's-eye View from Church Tower*: (a) view from same; (b) rough plan of chief directions; (c) identification of pupils' homes, village landmarks, and distant places; (d) comparison of views from different sides of the square tower—hills to the S.E., flat plain, declining to the sea on W.; (e) winds—(i.) their *force* at a height, and on the ground; (ii.) *direction*, as seen from the fluttering flag on the tower and the curve of the trees.

6. *School Excursions*: walks in neighbourhood by road and field; plan drawn of route; notes made to show rising ground, streams and ditches, clumps of trees, variety of fields (illustrated by sketches); on return, questions asked, including position of Sun, direction of winds, shape of trees, etc.

7. *The Seaside*: being easily accessible, it was frequently visited and well known. Hence *map-drawing of coast* from Blackpool, N. to Fleetwood, and S. to Southport; extended to Morecambe and Liverpool; further extensions into the Lake districts of N. Lancashire. *Mouths of Rivers*: Lune, Ribble, Mersey. Character of coast—landslips and fissures; reason for building sea wall, then in course of erection.

8. *County of Lancashire*: Phillips' Wall-Map of the County was hung in a small hall to which pupils had constant access; also the Ordnance Map of the immediate neighbourhood. (a) *Map-reading*, and identification of well known towns and villages (with their relative positions and railway connexions), first on large County Map; indication of school-house, home, church, etc., by means of small flags; neighbouring hills and rivers—traced further afield; cotton mills and towns; coal area; shipping centres. Next, transfer to Ordnance Map—trace out roads, hills, watercourses, etc., on this. (b) *Blackboard drawing* of outline, a few salient features being filled in. (c) *Moulding* of the county in plasticine, showing elevations and rivers and important places thereon. (d) *Journeys* to other places in the country—e. g., Manchester, Liverpool, the Lakes, etc.

9. *Northern England*: extension of Lake district—across the Pennine barrier; other districts for coal, shipping, etc.

10. *Journeys to more distant parts* of England—e. g., to London. Route traversed; views; changes of scene.

11. *England*: position and size upon the Globe (Philips') and upon the Map of Europe (Sydow's); connexion and communication

with Continent (visit to Paris Exhibition) ; main physical features, climate, productions.

12. *Outside England*: larger mountains and rivers; children of other lands—their ways, dress, food—hence varieties of climate and productions; exchange and commerce.—*The Journal of Education*, London.

* * *

Some time ago at a teachers' gathering the question was put as to what should be done to repress unnecessary talking or whispering in school. In the reply there was something of the Scottish caution of answering one question by asking another. And the other was: Is it natural for the child to talk? Because, if it be, then is it not unnatural to check the progression of any such natural gift in the child?

**Discipline
and the
Teacher**

Now, it is needless to say that there was no proper answer in the reply. The query involved a more serious question of discipline than it carried on the face of it. We had been discussing a moral discipline or training for the young. And the manner of the reply might have been taken as an indirect way of saying that there was no wrong-doing in talking inopportunistly in school or out of it. The breaking of a school regulation or class rule is not necessarily a moral offense, unless by persistence it becomes an act of disobedience. And the reply ought to have been supplemented with the statement that, when we would eradicate a troublesome school habit, we ought to reach out to find its true moral bearing, if we would keep to the direct lines of a justifiable method of character-building.

The truly honest teacher should always be lying in wait for his own egotism, to keep it well in check. The teacher of the olden time, with his many corrupt methods, was always so prone—alas, too prone—to have his personality the most prominent thing in the schoolroom. Now the law of imitation is being made in these days a very strong element in the pedagogy of conduct and character-building, especially in connection with the conducting of classes of very young children, as in the kindergarten or the transition primary. But unless, in the more advanced classes, it can be turned into a law of avoidance as well, when the egotism of the teacher is deeply lined with mannerisms, if not with more serious obliquities, too much should not be made of it. What I mean is this: had some of us depended on the law of imitation in school, for whatever of character there is in us, it would be, I am afraid, rather more of a mixed quantity than it is, considering the unhidden egotism of the teachers of earlier times, even if out of courtesy

we may not mention their very pronounced eccentricities. It is not for any one to say that there are no eccentric teachers left in these times, yet, considering only the variety of teachers under whose supervision a boy or girl has to pass, in his or her course through the public graded school of to-day, the law of imitation, unless it be made a law of great limitations, if not at times of entire avoidance, is almost as unsafe in these days as in earlier times, as a constant principle in the pedagogy of character-building.

If there be a science of education, then, as a science, its foundation lines, like the foundation lines of every other science, must be identified with the laws of nature. The possibilities of the child's nature, and not the possibilities in the skill of the teacher, must be the previous area every time of the investigations of the true educationist. Nay, the skill of the practical experimenting teacher can only become a properly balanced legitimate skill when it is an emanation from the necessities of the child's nature. All other teaching becomes for the most part a mere juggling with methods and subjects.—*The Educational Monthly*, of Canada.

* * *

A teacher recently appointed to a class in an elementary school (Standard III.) noticed the unintelligent manner in which the Lord's prayer was repeated morning and evening by the school, and determined to test the boys' knowledge on paper. He has sent us the actual results. Only one boy out of fifty-eight wrote out the Prayer without a mistake. This, perhaps, will not surprise us, considering the age, but what will be, if not a surprise, at any rate a warning, to teachers, is the nature of the mistakes, apart from spelling, which reveal a total ignorance or perversion of the meaning. "Our Father wich chart in heaven, allow be thy name," is a favourite beginning. Here is a variation: "Our Father, be short in heaven, our Lord be thy name." These are mere samples. After perusing the batch, we have no hesitation in saying that as far as religion is concerned half of the class might as well have repeated "Enos lases juvate."—*The Journal of Education*, London.

* * *

For many years the leaders in school geography have been rightfully advocating the introduction of rational causal geography as being more valuable and disciplinary than the old fashioned memoriter work so abundant a generation ago. As a result many teachers have gone so far as to drop all pure memorizing from their school geography, believing that no location should be taught except incidentally in association with some topic developed casu-

**Teaching
that did not
teach**

**Memorizing
in School
Work**

ally. As a result pupils do not in many cases gain any clear ideas as to the location of even those places or geographical features which they must know in order to read the daily papers understandingly. It would be very delightful if all the knowledge of location necessary in daily life could be developed in a causal way. Unfortunately, however, the time that can be devoted to geography in the present crowded curriculum is altogether too small to allow such an extensive study of the world as this method of procedure would call for. Hence there are certain facts of location which a child must know and which he cannot get except by deliberately memorizing them. Such facts are not very many, but they are important and are a sufficient excuse for the introduction of pure memorizing in limited quantities even though modern educational ideals do not include such work.

Facts that must be learned in this way must be learned quickly and surely. "They must be driven home to stick;" and this means memorizing without any attempt at rational location in many instances.—*The Journal of Geogaphy*.

* * *

A SHORT HISTORY OF ENGLAND'S LITERATURE, BY
EVA MARCH TAPPAN, PH.D.

There is no lack of text-books in English Literature, but Dr. Tappan's excellent little book has some special qualities that give it a real value. There is no one thing so much needed in our schools as the early formation of a taste for good reading, an acquaintance with good books,—with the best books, the great books, by which the English-speaking people have been moulded. In spite of a great deal of desultory work in "English," the schools are not succeeding in the task of making their pupils readers and lovers of such books. This is partly because there is not sufficient demand for a high literary cultivation in the teachers, below high school grade; partly because the school is overwhelmingly handicapped (especially in cities) by the competition of cheap low-class books, and drama, with the better mental food recommended in the classroom; but also partly because there is as yet no clearly conceived and well arranged curriculum of literary work, with suitable text-books, directed by the distinct intention to produce the *habit of good reading*.

Now in two ways Dr. Tappan's book offers a great help toward the working out of such a curriculum. In the first place, it is exceedingly readable, simple, and entertaining, and is thereby adapted

Boston, New York, and Chicago: Houghton, Mifflin & Co.

to use at an earlier stage than most textbooks on the history of English literature, and can therefore catch the pupil while his tastes are still forming. To reduce the whole record of our books, from the *Beowulf* to Tennyson and George Eliot, into the compass of a small textbook, a book that could easily be mastered in a year by pupils in the highest grade of a grammar school, or the lowest of a high school, and to do this without reducing the text to a dry list of names, dates, and "principal works,"—this is an achievement that requires unusual literary tact, and also unusual pedagogic sense. Dr. Tappan has accomplished it admirably. She has exercised great skill in eliminating so much that need not be inserted, that she has left herself room to treat of the really essential points with fulness and brightness enough to attract the reader. Moreover, while she has kept an even flow of text, so that even a nature reader may find pleasure in reading the book "straight through," she has nevertheless so grouped and emphasized, dividing the history by periods, by centuries, by literary epochs, summarizing each by a few salient points, that it is likely to infix itself easily in the pupil's memory. Thus, for example, of the literature of the whole 14th Century that anyone but a special student of history and literature's Century") only the *Canterbury Tales*, the *Vision of Piers Plowman*, Wiclif's tracts and English Bible, and the *Travels of Sir John Mandeville*, are mentioned; and this leaves time for a lively account of the four authors, for a sketch of the history and social situation of the country during the century, as related to its literature, and for some real analysis of the *Canterbury Tales*, full enough and entertaining enough to dispose any ambitious pupil to read the *Tales* themselves.

And this brings us to the second special fitness of the book for the purpose outlined above: it is itself prepared with the distinct intention of producing the habit of good reading. As a matter of fact, several of the *Canterbury Tales* and the *Travels of Sir John Mandeville* may be read with pleasure to-day by any intelligent child of thirteen or fourteen, and they are the only writings of the 14th century that anyone but a special student of history and literature will read; so that, allowing a paragraph each to Wiclif and the "Vision" of Langland, whose immense historic importance cannot be passed by, the teacher whose purpose is to stimulate interest in reading rather than to impart many facts, will prefer to lay everything else aside and put his strength on making the pupil really acquainted with the immortal pilgrims of the *Tabard Inn*. Dr. Tappan herself lays down as the guiding principles of the book: "That the prime object of studying literature is to develop the ability to enjoy it; That it is less important to know the list of an author's work than to feel the impulse to read one of them;

That it is better to know a few authors well than to learn the names of many."

One finds here and there judgments from which he must dissent, as, for instance, that "nothing better could have happened to England than the Norman Conquest,"—an opinion which even from the point of view of a literary critic was altogether opposed by the late Professor Sill, not to speak of such historians as Freeman); but on the whole, the judiciousness, both in selection and exclusion of authors, and in indicating the salient qualities of their work, is remarkable. Neither this nor any other textbook of literature can be really well used except by a teacher who is herself a lover of the best books, and familiar with the social and political environment from which the books sprang; but no book has come to the notice of the present reviewer which would in the hands of such a teacher yield as good results as this, nor go as far to make good the lack of such qualities in the teacher, as a first book in history of English literature.

* * *

Stories of El Dorado

In response to many inquiries as to how she came to write "Stories of El Dorado," Mrs. Frona Eunice Wait says: "It was the direct result of a request made by the teachers of Omaha, Nebraska. I chanced to find a friend in that city who had among her acquaintances a lady whose husband owned the asphalt deposits at the base of the celebrated *Rovaima*, the mountain of gold in South America—one of the *El Dorado* quests of the Spaniards. A dinner was arranged at my hotel, and we three women had at our table (seating four) a gentleman who proved to be the city superintendent of schools. He was an interested listener to our conversation, and finally introduced himself and asked me to attend a session of the Omaha Teachers' Institute that same afternoon, for the purpose of acquainting the teachers with my investigations.

When I ceased speaking, the teachers urged me to put my discoveries into book form, so that the real beginnings of American history could be taught to children now in school. The reasons advanced were that the opening up and developing of Middle West and Pacific Ocean commerce is the important work which will devolve on the boys and girls in school to-day. Old conditions are passing; new centers of activities are forming, and more accurate information is needed to meet this situation.

The star of empire has gone very far West again, and future pioneering must be done among the Latin-American republics south of us; in the trackless wastes of the Northwest territory, and on the

vast plains of Manchuria and Siberia. The coming generation will have an excess of manufacture to handle, and the first requisite in finding new markets is to know something of the urgent needs of the consumers.

The old ideas of separateness and of superiority must give way to a sense of mutual interest and appreciation. Trade supremacy means world leadership, but the newer and better idea is to develop instead of subdue the weaker and less fortunate peoples. Not only is it more profitable to deal with a prosperous and intelligent community, but the exercise of helpfulness necessary to bring this about gives us an opportunity to demonstrate our highest conceptions of brotherhood. Our immediate successors must be doers as well as believers in the saner and broader patriotism. It is not a question of what we can do, but what we ought to do.

To these general reasons must be added my desire to include in our common heritage, a misty past, rich and replete in folklore and legend. Against such a background, and with such objects in view, our dearly bought liberty has a deeper and wider significance. And this is why I wrote *Stories of El Dorado*. The teachers of this and other States are already giving a practical and helpful sanction to my endeavors."

* * *

The Advocate of Peace

There is a determined effort on the part of the American Peace Society to give publicity to the various methods of promoting peace.

The Advocate of Peace is a strong article on Women and War. The editor says: It has often been claimed that if women had the suffrage and the control of political affairs which this would give them, they would very speedily abolish war. There is no doubt that a larger proportion of women than of men are opposed to war, as it is naturally more offensive to them because of the place they occupy in the home where the boys are born and brought up, who afterwards are taken in time of war to furnish "food for powder." But now and then incidents occur which show how much serious work needs to be done among women before they are brought as a class to entertain sensible views on war matters. At the recent annual meeting of the National Council of Women some of the ladies were very much stirred up over some remarks made by Lucia Ames Mead on the impropriety of teaching the school children to sing "the army and navy forever," and "then conquer we must, for our cause it is just," and they proceeded to declare, somewhat nervously and indiscriminately, that the greatest parts of our country's history have been its wars, and

that the patriotic songs are just what the children ought to be filled full of. These women seem not to have observed the extremely bad teaching involved in some so-called patriotic songs. They ought to remember that besides true patriotism there is a spurious, sentimental, swell-head kind, that is the worst possible stuff to put into a boy's head through the jingle of a song. And, further, that some of our wars which these women pronounce "great and glorious" are now universally by the national conscience pronounced to have been wicked and totally unnecessary. Women, a good many of them, will have to be brought to see that brass buttons and gold lace and glittering ranks of bayonets, of which they seem naturally so fond, are not the essential elements in honor, before we can feel certain that they would, if given the chance, take war by the lapel and turn it out of doors. We do not mean by these remarks that the National Council of Women is to be judged as a whole by the demonstrations of certain of its "patriotic" members. The Council has a strong Committee on Peace and Arbitration which annually, on the 18th of May, holds a universal demonstration of women. It has taken up this subject as one of the foremost on its program, and is exerting a mighty influence throughout the nation in favor of more rational ideas of international relations. These intelligent and noble American women are helping to bring in an era when nobody will permit himself—or herself—to sing, "The army and navy forever." Nobody ought to sing it now.

* * *

Official Department

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 May 15, 1905.

Bulletin No. 51

To All School Authorities and School Teachers of California:

In pursuance of a custom adopted and carried out by the American Flag Association for a special display of the Stars and Stripes

and the holding of patriotic exercises annually on June 14th, in commemoration of the date on which the flag of our country was adopted, I am pleased to suggest that you display the flag on that day over your schoolhouse and hold such exercises as you may deem appropriate for the occasion, on Wednesday, June 14, 1905.

The American Flag Association has prepared a leaflet on which some admirable suggestions are made as to the manner, in part, of observing that day in the schools, and from such leaflet I take the following:

SALUTE TO THE FLAG FOR SCHOOLS.

At a given hour in the morning the pupils were assembled and in their places in the school. A signal is given by the principal of the school. Every pupil rises in his place. The Flag is brought forward to the principal or teacher. While it is being brought forward from the door to the stand of the principal or teacher every pupil gives the Flag the military salute, which is as follows:

The right hand uplifted, palm upward, to a line with the forehead, close to it. While thus standing with the palm upward and in the attitude of salute, all the pupils repeat together slowly and distinctly the following pledge:

"I pledge allegiance to my Flag and to the Republic for which it stands,
One nation indivisible, with liberty and justice for all."

At the words, as pronounced in this pledge, "To my Flag" each one extends the right hand gracefully, palm upward, toward the Flag until the end of the pledge affirmation. Then all hands drop to one side. The pupils still standing, all sing in unison the song "America"—"My Country, 'Tis of Thee."

In the primary departments, where the children are very small, they are taught to repeat this, instead of the pledge as given for the older children:

"I give my head and my heart to God and my Country.
One Country, one Language, one Flag."

In some schools the salute is given in silence, as an act of reverence, unaccompanied by any pledge. At a signal, as the Flag reaches its station, the right hand is raised palm downward, to a horizontal position against the forehead, and held there until the Flag is dipped and returned to a vertical position. Then, at a second signal, the hand is dropped to the side and the pupil takes his seat.

The silent salute conforms very closely to the military and naval salute to the Flag.

Principals may adopt the "silent salute" for a daily exercise and the "pledge salute" for special occasions.

I know that many of our schools will have closed before June 14th, but those that are in session it is earnestly hoped will not fail to observe the day, and where schools have closed, the Clerk of the School Board is most respectfully asked to see that the Flag is raised to float over the schoolhouse on that day.

County and City Superintendents are asked to distribute to the school under their jurisdictions copies of this circular.

"We earnestly exhort our citizens to join in making Flag Day an event, and its celebration in 1905, a great event. Let us from one end of our land to the other fling the Stars and Stripes to the breeze on June 14, 1905. May it greet the rising and salute the setting sun, and float all day long from every church edifice, school and building, public and private and however humble, throughout the entire land."

* * *

Daily School Attendance

May 22, 1905.

Supt.

.....

....., Cal.

Dear Sir:—

Yours per your deputy of 20th inst., enclosing copy of an opinion by your city attorney, relative to the method of determining average daily school attendance duly received. You ask whether or not my opinion coincides with the views expressed by him, and I most respectfully submit that it does not for several reasons, among which I may mention:

1st. I cannot agree with him that any school service is to be measured by the total number of days in the year, 365 or 366, as the case may be, for the reason that this would count Saturdays and Sundays and other legal holidays and such days are never to be counted as school days.

2nd. From time immemorial in this State the average daily school attendance has been calculated on the number of days

taught, first in the month, and second in the aggregate for the term. This rule has been standing in every teacher's register so long that the memory of man runneth not to the contrary, and upon every blank teacher's report issued from the State Superintendent's office upon which, by statutory provision, teachers and principals are required to make their reports to the County or City and County Superintendents and they in turn to the State office.

3rd. If the honorable attorney's construction of the law be followed, it would cause about three hundred school districts of this State to lapse at the close of the present school year and virtually take away from them all school privileges, or at least impose such hardships upon both the children and parents of such districts that the method is not to be thought of at this time. In these districts the average daily attendance by the present method for this year will be only from six to eight pupils.

If a new basis in the method of determining the average daily school attendance is to be had, then, in my judgment, to be fair, just and uniform in operation, it should be provided by legislative enactment and due notice should be given to all the schools of the State. Blanks for reports for the current school year have been issued from this office; they have gone to all parts of the State, and many schools have closed for the current year and their records made up and they cannot now be changed. The rule which the honorable attorney interprets the law to require would be unjust and unfair to the City and County of San Francisco, unless all other counties and districts of the State should likewise apply it, as you will clearly see upon thoughtful consideration. I repeat, to think of change at the present time would be to overturn, upset and disturb school affairs to an extent that would be wellnigh calamitous, and I shall sincerely hope that the school authorities of your city, for the good of themselves in particular, and of the schools of the State in general, will drop this question until such time in the future when, if, after thoughtful consideration of the matter, it is found to be wise or necessary to establish a new method of determining average daily school attendance, legislative authority therefor may be had.

Very truly yours,

THOMAS J. KIRK,
Superintendent of Public Instruction.

Western School News

MEETINGS

National Education Association, Ashbury Park and Ocean Grove, N. J., July 3-7, 1905. William H. Maxwell, New York, President; Irwin Shepard, Secretary, Winona, Minn.

Summer School, University of California, Berkeley, Cal., June 24 to Aug. 5, 1905. Dean, Dr. Ernest Carroll Moore.

California State Teachers' Association, Berkeley, Cal., last week in Dec. James

A. Barr, Stockton, President; Mrs. M. M. FitzGerald, 405 Fillmore Street, San Francisco. Secretary.

Northern California Teachers' Association, Red Bluff, November 1, 2 and 3. J. D. Sweeney, Red Bluff, President.

Southern California Teachers' Association, Los Angeles, Cal. Week before Dec. 25th. President, J. D. Graham; Miss Alice Frazier, Santa Ana, Secretary

NOTES

The law passed by the last Legislature in reference to the employment of children under fourteen years of age is being rigorously enforced throughout the State.

President Roncovieri, of the San Francisco Board of Education, has issued a vast pamphlet on the appointment of teachers. A competitive examination will be held June 15th. Teachers wishing to know the rules of the Board in reference to appointments should write to President Roncovieri. Mention this journal.

The first act of the new Board of Education of the city of San Diego was to declare F. P. Davidson City Supt. of Schools, vice W. S. Small.

James Ferguson, formerly principal of the Petaluma High School, has lost his suit in the Superior Court against the County Board of Education. Mr. Ferguson sued the Board on the ground that it revoked his certificate without due process of law.

S. D. Waterman has been re-elected City Superintendent of the Berkeley Schools.

The new auditorium of the San Diego State Normal School was dedicated with appropriate ceremonies. President Millspaugh, of Los Angeles, and President Black of San Diego, delivered addresses.

Dr. D. P. Barrows was invited to address the Educational Convention of the Chinese Empire at Shanghai, May 17th to 21st.

Andrew Carnegie has provided a fund of ten million for pensions to aged teachers in private colleges and universities.

A knowledge of shorthand is indispensable to a teacher. It may also be the means of greatly increasing your income. Shorthand is one of the few subjects that can be taught advantageously by mail. For particulars address San Francisco Business College, 739 Mission St., San Francisco, Cal.

The School Trustees of Lodi have changed nearly all the teachers of the grammar schools.

A meeting of teachers was held May 19th at Mission High School to promote San Francisco as a meeting place for the N. E. A. Supt. Langdon, Pres. Daily, of San Jose, and Mr. Wright of the California Promotion, Committee, spoke in favor of securing the N. E. A. Resolutions were unanimously passed.

The National Woman Suffrage Association will hold an eight-day convention in Portland beginning June 29th. Susan B. Anthony and others will speak. The delegates from the California Equal Suffrage Association will leave San Francisco June 27th in special tourist car. Teachers who desire to join this party may address Mrs. A. L. Park, 1006½ Florida St., San Francisco, Cal.

The San Francisco Board of Education recently adopted a resolution prohibiting the use of slates and pencils in the public schools. The resolution says:

The use of slates and pencils in the public schools is recognized by the medical profession as injurious to the personal hygiene of the individual pupil, especially when said slates and pencils come in contact with the lips, tongue and oral cavity of the pupils; and an interchange of slates and pencils among the different pupils is constantly taking place by reason of which the germs of communicable diseases are frequently transferred from pupil to pupil.

We take pleasure in announcing that hereafter the Journal will have the active assistance of four new associate editors—Supt. W. W. Rupert, of Pottstown, Pa.; Supt. James A. Barr, of Stockton, Cal.; Supt. W. N. Clifford, of Council Bluffs, Iowa, and Supervisor R. H. Whitbeck, of the Model School of the Normal School, Trenton, N. J. These men are widely known for their effective work in school geography and will be able to contribute much of value in making the Journal practical and usable. The superintendents in general make the courses of study and control the effectiveness of the geography work in the schools under their guidance. Hence contributions from superintendents who have made advances in school geography will be of great assistance to the superintendents who may be a bit skeptical of the suggestions made by geographers unfamiliar with the practical school problems the school superintendent has to consider.—*The Journal of Geography*, Syracuse, N. Y. and N. Y. City.

Pupils and teachers alike take to the new ideas set forth in "Stories of El Dorado," by Frona Eunice Wait, as naturally as a duck takes to water. And why shouldn't they? The known facts of history are so entertainingly told in the absurd, crack-brained expeditions of the Spaniards in their search for El Dorado, that the book is as refreshing as a rain-storm in mid-summer. Each story will lighten and brighten the long, weary school hours. After the quaint Indian legends concerning El Dorado

—the man—comes wonderful tales of adventure running the full gamut of exciting interest. Rightly understood, it will no longer be possible to speak of the dry bones of American history. From start to finish our records are live human documents, every part of which stirs the blood, and makes for broader patriotism and higher ideals of living. For descriptive circular address Payot, Upham & Co., 100 Battery St., San Francisco.

The Minister of Public Instruction, France, has conferred on Miss Alice H. Lalande, of the San Francisco School Department, the title of Officer of the Academy, in recognition of her success as a teacher of the French language and literature. Miss Lalande is at present teacher of French in the Hancock and Cooper Schools.

Teachers and others will have a fine opportunity to visit Mexico during the summer vacation. The Mexican Central has arranged an excursion which leaves San Francisco for the City of Mexico, July 10th. The rate for round trip is \$80—from Los Angeles \$70. For particulars address J. C. McDonald, Crocker Building, San Francisco, Cal.

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Special Announcement

An invitation is extended to any white merchant outside of New York City, or their representative, whose name appears in Bradstreet's or Dunn's Commercial Agency Book, to accept the hospitality of our Hotel for three days without charge. Usual rates, apartment with private bath, \$3.00 per day and up, without meals. Parlor, Bedroom and private bath, \$35.00 per week and up, with meals for two. New York Merchants and Editors are requested to call the attention of their Out of Town Buyers and subscribers to this advertisement.

GALLATIN HOTEL,
70 W. 46th St., New York City.

SPECIAL—To teachers, I allow all teachers a special discount of 10 per cent on Trunks, Bags and Suit Cases. I am sole agent for the "Stallman" Dresser Trunk,—they hold "a thousand and one" things so you can find what you want quickly. Write for prices to any of my 3 stores. Oppenheimer the Trunk Man, No. 1 Ellis St., No. 227 Montgomery St., and 638 Market St.

INSTITUTES

LAKE COUNTY

The Lake County Institute was held at Middletown the following days: April 11th, 12th and 13th.

The instructors were: Dr. E. C. Moore, Walter Kenyon and D. R. Augsburg.

The principal topics discussed were as follows: Geography, discussed by Walter Kenyon, principally along the lines of what to teach and how to teach it. Drawing, presented by Mr. Augsburg.

Dr. Moore delivered the following lectures: "One Aspect of English;" "Some Fundamental Principles;" "Physical Education of Children;" "The Old Education vs. the New;" "My Definition of a Teacher."

The special features were reports of committees on the following subjects: "Tenure of Office and Salaries;" "Professional Reading;" "County Teachers' Organization." These reports were freely discussed and resulted in the organization of a County Teachers' Association, organized for the purpose of working for the advancement of the teaching profession and also for the purpose of carrying on a course of professional reading. The books adopted to be read this year and to be made the basis of a part of next year's institute program were: Chubb's Teaching of English in Elementary and Secondary Schools; McMurray's Special Method in History and Dewey's School and Society.

At the close of institute the citizens of Middletown tendered the teachers a most enjoyable reception.

C. W. HAYCOCK,
Superintendent.

KERN COUNTY

The institute of Kern County was held at Bakersfield March 13th to 17th. Supt. R. L. Stockton, owing to severe illness, was not able to be present much of the time. The instructors were as follows:

Instructors—Hon. T. J. Kirk, Superintendent Public Instruction.

Edward Hyatt, County Superintendent of Riverside County.

Miss Minnie Coulter, County Superintendent of Sonoma County.

Robert Furlong, Chief of Department of California Educational Exhibit, Lewis and Clark Exposition.

C. S. Young, ex-Superintendent Public Instruction, Nevada; J. F. Dearth, Timothy Spellacy, Geo. A. Tilton.

M. E. Dewitt has been employed for 1905-6 at Porterville at an increased salary.

J. D. Sweeny, one of the most progressive leaders in educational work in the State, has resigned the principalship of the Red Bluff schools.

F. S. Rosseter, of the San Mateo Union High School, has resigned to accept the principalship of the Fruitvale Union High School.

NEVADA COUNTY

The Nevada County Institute was held at Nevada City, the following days: April 24, 25, 26, 27 and 28. The instructors were Mr. Jones of the San Francisco Normal School, who took the topics assigned to Mr. McClymonds, who could not attend; Mrs. M. W. George, San Jose Normal School, and Mr. Job Wood. The special features were "My Experience in Japan," by Mrs. George. It was the most interesting and instructive talk we ever had. Mr. Jones' talk on English, for primary and grammar grades, was excellent. Mr. R. J. Fitzgerald of the Grass Valley schools gave a class exercise on stenography, showing that the subject could be easily taught in our public schools, and also what a great benefit it was to pupils in the High Schools and in the business life. Too much stress cannot be placed on the importance of this work in our schools.

Respectfully submitted,

J. G. O'NEILL.

SAN LUIS OBISPO COUNTY

San Francisco, Cal., May 17, 1905.

The San Luis Obispo County Institute was held at San Luis Obispo the following days: April 26th, 27th and 28th.

The instructors were: Dr. H. W. Fairbanks, Berkeley; Mr. T. H. Kirk, Los Angeles; Prof. C. A. Duniway, Stanford University; Pres. Morris Elmer Dailey, San Jose.

The principal topics discussed were: By Dr. Fairbanks, "Home Geography," "People and Scenery of Utah," "Nature Study," and "The Relation of Geography to History as Shown in the History of California." By Mr. Kirk, "Individual and Class Teaching in the Country Schools," "Art as a Factor in School Education," "The Slavery and the Emancipation of Childhood," and "Practical Psychology." By Prof. Duniway, "Belligerency Versus Neutrality, a Discussion of the International Relations in Time of War." By Pres. Dailey, "Summer Schools For Teachers."

Remarks—An unusual feature of the institute, and one that proved particularly pleasing to the teachers, was an excursion to Avila by rail one afternoon, where Dr. Fairbanks found abundant illustrative material for a talk on geology and geography.

The subject of geography received especial emphasis, because this subject seems to have been slighted in our schools.

MENDOCINO COUNTY

The Mendocino County Institute was held at Ukiah on the following days: May 2d to 5th, inclusive.

The instructors were: Mrs. L. V. Sweeney, Berkeley; Mr. F. F. Bunker, S. F.; Supt. Kate Ames, Napa; Supt. Edward Hyatt, Riverside County; Dr. Chas. R. Brown, Oakland.

The principal topics of discussion were as follows: Music, geography, reading, nature study.

The special features were: An exhibit of the work of the schools of the county was made. It was a complete success and a revelation to the teachers themselves.

Remarks: The institute was undoubtedly the best ever held in the County. It was a success in every way.

* * *

TEACHERS ATTENTION

The annual civil service examination for the appointment of Teachers to the Primary and Grammar Grades of the San Francisco School Department will commence at 9 A. M. Saturday, June 17, 1905, in the Girls' High School, Geary and Scott streets, and continue the following week in the rooms of the Board of Education, City Hall.

Full particulars pertaining thereto will be mailed upon application to the Secretary, room 226, City Hall. Prospective candidates are requested to file applications immediately.

E. P. BARRETT,

Secretary Board of Education.

* * *

A Good Document for School Trustees

IMPORTANT

TO TRUSTEES:—

Permit me to call your attention to the fact of the scarcity of school teachers in the State.

In talking with President M. E. Dailey of the San Jose Normal School a few days ago, he informed me that last year the Normal Schools were unable to supply the demand, and that this year he was at a loss to know what the State would do, as the scarcity would be much greater.

From our experience for the last two years I am convinced that those schools that are tardy in securing teachers this year will be obliged to accept inferior teachers if they secure any at all.

Good teachers are in demand and are secured early. Ventura County wants the best teachers possible and I beg of you, Trustees, not to delay in arranging for your teachers.

If your teachers have been doing satisfactory work, tell them so at once and secure them if possible for the coming year, even if you have to increase their salaries to hold them. They can do better work for your children next year than they have this, and better work than a new teacher can.

If you can't induce your teacher to remain, or if you have decided it best to make a change, tell your teacher so and then stir yourselves and consult with our Normal School or those acquainted with the educational needs of the county and select some bright Normal School graduate, or a

teacher of successful experience—not necessarily one with too much experience.

Thirty years' experience should entitle one to a pension and rest from the work of the school room.

The law prevents your making a legal contract with a teacher before the first day of July, but nothing prevents the members of the Board coming together before said date and agreeing to select a teacher after July 1st and notifying the teacher of said fact. I am closely in touch with the Normal Schools of the State and shall be pleased to assist Trustees in securing teachers. To do this and get the best, action should be taken at once.

Trustees desiring me to recommend teachers, should notify me immediately, as I can then visit the Normal School and see the teachers at work and have a chance to pass upon the same and select the best.

I have no enemies to punish or friends to reward in the selection of teachers, but I am intensely interested in securing strong, capable teachers for the schools of this county. The children's interests are at stake and as school officers it is our duty to give the children the best possible.

Last year we lost many of our strongest teachers and this year, judging from the number of applications I have had for recommendations, I judge we are to lose many more. Are we going to lag behind and let other counties select the best from our Normal Schools and elsewhere and we take the weak graduates, superannuates and failures? Fellow workers, this is an all important question and our children will suffer if we neglect such an important duty.

The teacher makes the school, the Trustees select the teacher—where lies the responsibility of success or failure in our schools?

Yours in the cause of education,

GEO. L. SACKETT,

School Supt.

Ventura, Cal., May 15, 1905.

* * *

RESULT OF VOTING CONTEST!

**In Offer of One Free Ticket San Francisco to Mexico City and Return,
Made by the Santa Fe, Southern Pacific and Mexican Central Railways.**

- 858 Mr. Selden Sturges, Everett Grammar School.
- 170 Miss Frances M. Edwards, Irving M. Scott Grammar School.
- 48 Miss C. F. Riordan, Sheridan Primary School.
- 36 Mr. A. L. Mann, Denman Grammar School.
- 22 Miss M. G. Salcido, Commercial School.
- 2 Miss C. E. Provost, 708 Fell street.
- 2 Mr. C. H. Ham, Polytechnic High School.
- 1 Miss G. Walker, Los Banos High School.
- 1 Miss E. Kelly, Humboldt Primary School.

SUMMER SCHOOLS.

The University Summer School at Berkeley will open June 26th and continue until August 5th. There will be a great faculty this year. The leading institutions of the world will send representative men. In general the character of its courses will be the same as the past, but in one respect it is making a great innovation—it is for the first time offering instruction in the very subjects which they teach to all the teachers of the State. Courses will be given by able specialists in Arithmetic, Geography, English, Nature Study, Reading, U. S. History, Algebra, Geometry, Latin, Greek, History, Literature and Science. The purpose of these courses is primarily to teach the subject matter of these different branches, secondarily, to give instruction in methods of teaching them. Thus work has been provided to meet the wants of primary, grammar and high school teachers.

Dr. Ernest Carroll Moore is dean of the Summer School.

The Summer School at the San Jose Normal, President M. E. Daily, has provided an attractive program at San Jose for the teachers of the State. A well selected faculty has been secured. Prof. Snedden will give courses in education and Frederick H. Ripley of Boston is music. The school opens June 27th, and closes August 4th.

The railroads give special rates to Summer Schools.

* * *

HIGH SCHOOL SALARIES

Redlands, California, May 13, 1905.

To Principals of High Schools:—Dear Sirs:

I recently wrote to principals of thirty-six high schools in this State having six or more teachers, asking certain questions on which I desired information. I promised to return to these principals a summary of information obtained, and I append it herewith.

I received reports from thirty-one of the thirty-six schools addressed. The average enrollment of these schools was 353. The average number of teachers, 12. The salary of the principal averaged \$1,904. The number of periods taught by the principal was 2.3. The average highest department salary was \$1,196; medium salaries, \$1,050. With the exception of five schools, no salary scheme was in use. Departments were generally on equal salary basis, excepting that English received the highest salary in one school, Latin in one, and Science, coupled with some other subject, in seven. The number of pupils in beginning classes in Latin and Algebra averaged from 29 to 34. The average number of periods in the day was 6.4. Teachers had free from all school care less than one-half a period on the average, and but two schools seem to have a special librarian in charge of library. Schools paying principal \$2,000 or more: Santa Ana, San Francisco Lowell, San Francisco Girls, San Jose, Sacramento, Los Angeles, Berkeley, Pomona, Bakersfield, Stockton, Santa Rosa and Redlands. The

highest department salaries are paid as follows: San Francisco, \$1,800; Los Angeles, \$1,700; Oakland, \$1,617; Berkeley, Sacramento and Santa Rosa, each, \$1,500; San Jose, \$1,400; Santa Barbara, \$1,300; Alameda, \$1,265; Bakersfield, \$1,250. Highest average department salaries are as follows: San Francisco, \$1,680; Los Angeles, \$1,250; San Jose, \$1,225; Berkeley, Sacramento and Bakersfield, each, \$1,200; Alameda and Stockton, \$1,100.

It occurs to the writer as one deduction to be made from the above report, that the number of recitations per teacher is excessive, and that salaries are inadequate. One school of good reputation reports 352 pupils and 9 teachers, with a maximum department salary of \$1,000 and an average of \$855.

Very truly yours,

LOUIS B. AVERY.

May 17, 1905.

P. S. It may be of interest to some to know that the Board of Trustees of this school—Union High of Redlands—have raised the maximum salary for men from \$1,100 to \$1,200 for nine months' work. This salary will be paid to six or more men the coming year. They also have raised the maximum salary for women to \$1,150, which salary will be paid to one or more women the coming year. They will also allow \$25 for railroad fare to each teacher attending the summer school at Berkeley, or the equivalent.

* * *

THE LEWIS AND CLARK EXPOSITION.

Western World's Fair, the Biggest Thing of the Kind Ever Attempted in the West—Has the Sanction of the United States Government—Many Distinctive Features Make It More Attractive Than Larger Fairs—Forestry Building An Exhibit in Itself—What the Fair Commemorates, and the Reason For Its Being.

BY W. E. BRINDLEY.

The Lewis and Clark Exposition, which is to be held at Portland, Oregon, this summer, is the first great fair to be held west of the Rocky Mountains under the sanction and patronage of the United States Government. The Fair, while not so large as those held at Chicago and St. Louis, is by all odds the biggest thing ever attempted in the West, and the West has put its heart into the undertaking, with the result that the Exposition, while showing many things that might have been seen at earlier fairs, is in many ways original, and has a number of attractive features which are possible only at a fair so advantageously situated.

The State of Oregon appropriated for the Fair \$450,000, equal to nearly a dollar for every man, woman and child within its boundaries, and the sale of stock in the Fair corporation brought in \$430,000, when the city of Portland contained not more than 100,000 inhabitants. Other Western States made generous appropriations, especially California and Oregon, whose Legislatures voted respectively \$90,000 and \$75,000. The Fair on

opening day, June 1st, will represent an expenditure of \$5,000,000, and its exhibits has an estimated value of five times that sum. The participation which the United States Government has provided could not be duplicated for \$800,000, although not all of this sum was appropriated especially for Portland.

The specific historical event which the Lewis and Clark Centennial commemorates is one worthy a great enterprise of its nature—the exploration by Captains Meriwether Lewis and William Clark of the great Pacific Northwest and the discovery by them of an overland route to the Pacific Ocean, an accomplishment which added 307,000 square miles to the territory of the United States.

One purpose of the Exposition is the exploitation of the Pacific Northwest with a view to attracting settlers, and while the national aspect of the Fair is assured by Government participation and representation on the part of fourteen States and the enterprise is made world-wide in its scope through participation of some sort by nearly every nation on the globe, the efforts of the Fair management have been directed primarily toward securing adequate representation of the resources of the Pacific Northwest. Every State in this new country is represented by a building and a comprehensive display, while many counties in Oregon, and not a few in the adjoining States, have individual displays. As a result, it is possible for a prospective settler to make a careful study of the various districts of the Pacific Northwest before deciding where he wishes to locate, without the time and expense of a tour of the country.

The city of Portland, which is the nation's hostess this summer, is a thriving town of 140,000 inhabitants, the metropolis of Oregon and the port of a vast tributary territory of wonderful fertility. Portland people are eager to attract settlers either to their city or to the tributary country, and are doing everything in their power to encourage immigration, while the railroads have co-operated by making extremely low rates and providing for numerous stop-overs on which delightful side trips may be taken.

One of the principal features will be a Joaquin Miller. This day will include a reception to the world's great poet, who began his career in Oregon.

* * *

THE UNIVERSITY FARM.

University of California.

The State Commission for the selection and purchase of a University Farm is now ready to receive offers of land for such a University Farm. All communications on the subject should be filed with the Secretary of the Commission, Mr. V. H. Henderson, Berkeley. Proposals should be filed with the Secretary of the Commission on or before June 1, 1905.

The Act provides that the land for the University Farm shall be of "such size and acreage as in the judgment of the commission may be



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COURSES FOR TEACHERS

PRIMARY METHODS.—A very extended new course of study in Primary Methods, covering the work in every branch taught in the first three grades of school; also careful treatment of the subjects of organization, management and discipline.

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necessary for the purposes designed, provided, however, that there should be not less than three hundred and twenty acres of first-class tillable land located at such a place as the commission may deem proper, having in consideration the purposes for which it is to be used. It must be a first-class tillable land and in its soil, location, climate, and general environment be typical and representative of the best general agricultural conditions in California; and be capable of successfully producing the general crops of the State, and as many as may be of all the crops and products successfully grown in California."

It is provided that "no site shall be chosen one-half of which is not susceptible of irrigation." If a system for its irrigation is not already provided a water right must be provided in connection with the land. The commission has been granted power to take options or bonds for deeds and to accept the whole or any part of the University Farm as a gift—they may also receive gifts of water rights—canals, ditch, flume, or other water rights. The commission is given also the power of eminent domain.

The commission desires that all proposals should contain a description of the land offered, information as to its exact location, as to its

acreage, as to its physical character, as to the price per acre, as to the water rights connected with it, as to its distance from the nearest railroad town, as to its climatic conditions, as to existing improvements, and other similar information.

The commission also desires a statement as to how long any offer made will remain open. Proposals should be accompanied by an offer to bond to the commission the land offered without cost for a period of two years, upon demand of the commission. The commission reserves the right to reject any or all proposals as in its judgment shall deem proper.

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SAN FRANCISCO

The Western Journal of Education

July, 1905

CONTENTS

	PAGE
EDITORIAL	555
Educational Progress in San Francisco—Wrong Methods in School Administration—On Commencement—What College Students want to do—The National Hymns—The Lessons of the Japanese—Teachers' Tenure of Place—Japanese Patriotism.	
PRIMARY READING. <i>Lew A. Ball</i>	566
First Step. The Sentence—Second Step. The Word—Third Step. Phonetic Parts of Words—Fourth Step. Recombination of Phonetic Parts, Forming New Words—Sound Groups Classified—Outline for Term—Second Term.	
PRESENT TENDENCIES IN OUR COUNTY COURSES OF STUDY. <i>Christian Runckel</i>	580
BOOKS AND MAGAZINES	587
Manual of the Trees of North America—Experiments with Plants—The National Administration of the United States of America—A Teachers' Handbook in Geography—Essentials in American History—Essentials in English History—Chester H. Rowell on Practical and Theoretical Education—Teachers and Teaching—Froebel's Influence on Education—Universal Education in Japan—Books received—Power's Graded Speller.	
OFFICIAL DEPARTMENT. <i>Thomas, J. Kirk, Superintendent of Public Instruction</i>	602
State Board of Education Meeting—Reports of Committees, Credentials and Diplomas—Bulletin No. 57—Bulletin No. 59.	
WESTERN SCHOOL NEWS	619
Notes—California Teachers' Association—School Gardens.	

THE WESTERN JOURNAL OF EDUCATION

711 MISSION ST., SAN FRANCISCO

Volume X
No. 7

\$1.50 per Year
Single Copy 15c

PUBLISHERS' NOTICE

THE WESTERN JOURNAL OF EDUCATION

is the Official Organ of the Department of Public Instruction of the
State of California

PUBLISHED MONTHLY

Entered at the San Francisco Postoffice as Mail Matter of the Second Class
Established 1895.

HARR WAGNER, Managing Editor.

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The Western Journal of Education

JULY, 1905

EDITORIAL

The year about to close has seen steady progress in the schools of San Francisco. Last summer the Course of Study was revised by the Superintendent's office in conference with **Educational Progress in San Francisco** teachers. Many unnecessary and burdensome features were eliminated, some new methods and material introduced and the course adjusted to the new text books. The course has met with general approval of the department; the new teaching of subjects has made the work more definite and concrete.

Frequent grade meetings have been held by the Superintendent and his deputies to unify and systematize the work. There have been many excursions to shops and factories for industrial and to hills and fields for physical geography.

School gardening has been encouraged and children have shown great interest in it. Food plants have been raised that children may see growing the things with which they are fed. A very large number, thus encouraged, have started small vegetable gardens at home.

A day truant school was organized early in the year and has rendered very efficient service. Many children became interested in work and turned from a vicious life. The presence of this school in the community has had a restraining influence over hundreds of pupils not committed to it. So successful has this school been that the Superintendent is asking the Supervisors for fifty thousand dollars to establish a boarding parental school.

A number of ungraded classes have been giving individual and group instruction to pupils who are backward in any or all of their

studies. This has kept many from being discouraged and leaving school. For many years it has been the custom of schools in San Francisco to dismiss honorary pupils a week before the close of the term. These receive no instruction the last week, and those who remained were so discontented that it was practically a week lost. Now all pupils remain till the last day. At a recent department meeting it was recommended by the Superintendent's office that the closing exercises be made of an educational character, both for pupils and parents,—that the school rooms be decorated with school work and that the numbers on the programme be taken from the work of the class room. Thus much time is saved in preparation of closing exercises, new dignity is given to the pupil's work and parents see good types of the year's work. It is hoped thus to bring the home in closer relation to the school.

The Institute held the first week in May reaches high water mark in this city and possibly in the State. Hitherto teachers have listened to lectures from people who knew nothing of the daily work in their school rooms; sometimes amused, sometimes interested, often disgusted at the want of practical help, they have returned to their schoolrooms and taught as before. Little, if any, thing from such Institutes found its way to the school rooms. This year the Superintendent determined to make a working Institute,—to have presented by the teachers the newest and best things worked out in the class room during the year. There was no general session. All meetings were of single grade, or two or three grades combined. Each subject in the grade meeting was introduced by two or three short papers followed by general discussion,—“What do you do, why do you do it, how do you do it?” A very few lectures were given by practical teachers from the outside, Prof. Snedden, Miss Vandargaw, Miss Ball, Miss Stovall and Mrs. Winterburn. Deputies McCurda and Heaton, gave some instructive talks on the work they have supervised. Several teachers gave practical demonstration of their work with classes.

High Schools met in section for discussion. A very strong program was prepared. Many of the papers presented ought to be published and distributed to the High Schools of the State.

Teachers continue to sound the praises of this Institute, for they find their work easier and themselves stronger and better teachers.

* * *

There are certain stories of school administration which need to be told as often as they come to light. They illustrate certain practises which obtain, as yet too frequently, in the employment of teachers. In a well-known town of California, the Supervising Principal and Vice-Principal opened the papers one morning, to read therein that the Board of School Trustees had met the night before and elected teachers. On this morning after the meeting they learned for the first time that they were to be dropped the coming year,—that, in fact, their successors were already chosen. The deed had been done so quietly that they had not the slightest intimation of what was impending. No charges, whatever, were preferred. No complaints had been made against the work of the Supervising Principal (nor against his Vice, so far as we can learn) other than those which a few disaffected parents always bring everywhere. The Supervising Principal is a man most favorably known and honored (recently with office) among the teachers of his section of the State. He makes his retiring report without bitterness or malice, and seeking still to benefit the school for which he has faithfully worked. In his allusions to his removal, he merely claims the right to have known of the pending action beforehand. In the local papers some of the Trustees are quoted as saying that they had a perfect right to make the changes, and that some of the Trustees had friends to whom they wanted to give positions and who they thought would give entire satisfaction.

The *Journal* wants to submit that the *method* of procedure belies even the pitiable excuses offered; that these practices are not only unjust and a menace to the interests of the schools, but undemocratic. Why did they not come out into the open. These trustees have mistreated the trust imposed in them by the voters by employing methods which invite low and harmful competition, by procedures which no true business man thinks of using. They stand as educational examples before their community, before children and adults alike, and invite such a perpetuation of injustice

**Wrong
Methods in
School Ad-
ministration**

and unfairness as, unchecked, would dethrone democracy. Here is abundant evidence that the call made at the December, 1904, meeting of the California Council of Education for a campaign in behalf of better ethics in the employment of teachers, is altogether timely.

* * *

**On Com-
mencement**

The commencement season is just drawing to a close, and during the past month there has been but few communities in the State which have not celebrated some sort of rites in honor of education. There is something touching in the enthusiasm with which the parents, friends and neighbors of the boys and girls who are about to graduate crowd around them as they go through this, the last scene in the act in which they have so long been engaged. There is something touching in it, for it is the spontaneous tribute of affection and interest which adult manhood pays to youth. The people gather to encourage the young who take part and they gather to show their approval of the work at which the boys and girls have been engaged. Many come with a feeling akin to envy that they were unable to share such opportunities, but all come to testify to the community's lively interest in its schools. When one stops to think of it, is it not rather surprising that there are so few phases of school activity in which the silent partners in educational work, the taxpayers, can take any part whatever? They keep paying taxes for education getting and asking for almost no visible return for their expenditures. It is but fair that these trustees should occasionally declare a dividend upon the investment and enter an account of it at a great meeting at which as many of the stockholders as can be gathered together are assembled. Such a general meeting of the stockholders in the enterprise of education in any community is good for that community. It keeps the people in touch with the schools. It keeps in the schools the sense of responsibility to the people. Educationally speaking, there is no more profitable occasion in the entire school year than the annual commencement which comes at its close. It is an occasion of very

solemn significance to students, teachers and guests. The student is just awakening to the fact that there is more, much more, to be gained than he has yet mastered; the teacher, for his part, is reminded that little, oh so little, has been taught, and the people are reminded of what they owe to youth and to earlier childhood. Thus each class learns a helpful lesson, a lesson which should be rendered as impressive as its significance warrants. It is well, therefore, that this educational ceremony should be dignified and serious. In certain quarters there is a tendency to scoff at it and to reduce it to an informal and characterless meeting. This, we are persuaded, is a grave mistake. Let us keep the one great school feast which is left us in a becoming and elevating manner, investing it with all the dignity and gravity that an occasion so significant to both the young and the old requires.

* * *

The College Y. M. C. A. at Berkeley has recently issued a report of its work, which includes some rather interesting information of a general character concerning the activities of the University of California. Among other things the report contains a table showing the callings which a large percentage of university students purpose following, the figures being as follows, the last figures in each case representing per cent: Agriculturists, 12—1.8; architects, 3—4; artists, 1—1; business, 25—3.6; chemists, 21—3.0; dentists, 1—1; engineers, 351—50.7—civil 104—15.0, electrical 74—10.6; mechanical 37—5.3, mining 134—21.1; foresters, 3—4; lawyers, 61—8.8; literary, 6—9; ministers, 16—2.3; physicians, 24—3.4; teachers, 32—4.6; undecided as to life work, 135—19.5.

The religious preferences of 338 students are as follows: Baptists, 15—4.4; Catholics, 22—6.5; Congregationalists, 46—13.6; Christians, 15—4.4; Episcopalians, 79—23.3; Jews, 10—2.9; Lutherans, 13—3.8; Methodists, 61—18.0; Mormons, 1—2; Presbyterians, 68—20.1; Unitarians, 8—2.3.

Evidently the number of engineers is out of proportion to the number following other professions. The vast mining, manufac-

turing and transporting enterprises of the Pacific demand a great number of skilled engineers, but does not agriculture in California demand just as many trained farmers? We could easily do without the services of the six people who are resolved to "write for a living," but a larger number of college men are needed in medicine and in the work of education.

The study of religious preferences indicates that the University is in reality a State University, not lacking in a strong religious life, but attractive to all without any form of particularism.

* * *

"It is in music that our guardians must build their fortress." I am asking the children in the orphanages, said one of the officers of the State, to sing the patriotic songs of our country through from beginning to end, without the aid of books. I am trying to find out whether they know the words of those songs by heart. I find that the children in the Catholic orphanages have been taught them thoroughly and know them, but that the children in the Protestant orphanages do not know them. I am going to see to it that every orphan in a home in this State learns the words of those songs, from the first line to the last line, before I quit asking them to sing them for me. Is every child in the public schools learning them? I am afraid they are not. Yet it would be good for them to learn them and good for the country to have them know them. They belong to the liturgy of the nation; they tell of its history, its being and its hopes. It has been said that they are more fundamental than its laws, at least they are more compelling; conduct is shaped by them. It is dangerous for men who are oppressed to sing the Marseillaise, it is dangerous for them to sing the Battle Hymn of the Republic and they must know these songs because they help to keep them alive and to keep the nation alive. Then there are the less impassioned and more familiar national hymns which affect us more gently, but not less certainly than these. All of them should be learned, learned from beginning to end, by each boy and girl in every school in the land and sung over and over again by them.

**The
National
Hymns**

There are several lessons which we are going to learn from the Japanese. As yet we are not quite sure what they are, but we know that they are more than one in number. If we tried to treat them in the order of their importance and to indicate just what thing is newest and truest under the sun, we should most likely hit upon very different matters. Certainly the most striking thing of all is not her army or her navy, but just modern Japan herself. The spectacle of a people changing more rapidly in seven years than other people have changed in seven hundred should teach the important lesson that social growth need not be quite as lumbering a movement as we of the West are inclined to think it. Here is a nation which evaluated its civilization and found it wanting and speedily set about reconstructing it, not counseling itself to make haste slowly, but to make haste fast. They gave up that chief excuse of the procrastinators of the rest of the world which in the face of any proposed innovation runs: "That has worked very well elsewhere, but conditions here are peculiar, and so very different from those in which it has been successful, that it would be folly to try to employ it here." That excuse the Japanese did not make, the men who fought in armor would not be fighting in submarine boats if they had. This, we repeat, is their most significant lesson, a discovery as significant as that of Hugo de Vries. He taught the world that the forms of life, instead of changing slowly as men have long thought, change rapidly; evolution is revolution. They teach the world that social changes need not wait upon the slow going years, but may come as soon as the need for them is realized.

It is sometimes said even now that the Japanese are imitators; that is true; so are we all imitators; the difference is that they, realizing the insufficiency of the things of home, hunted through the world for their copy, while we are content, age after age, to copy the insufficient things at home. The man who corrects his own failure by imitating the success of someone else is in altogether better case than he who keeps imitating his own failure. Again, to master and improve upon the methods by which the teacher gained success shows high originality on the part of the pupil. That is what Japan has done in education. She did not whiningly endure her traditional system; she did not copy all that she found. In-

deed, she paid little or no attention to those subjects that form the core of most courses of study in the West; Latin, Greek and Mathematics; her leaders saw that instruction in manufacturing was necessary and they built technical schools; they saw that instruction in agriculture was necessary and they at once put more agricultural colleges into operation than we have in the whole United States. They heard the people of the West talking about the need of having trained men for wardens, officers and guards in prisons, and they went home and created a school for training such men, while the matter is still in the talking stage in the West.

If we could learn from the Japanese to look our failures in the face and to set about repairing them at once without being afraid that they are more real than our power to change them, how much better a thing education might speedily become among us. We, too, should first take the pruning hook and then we should determine what knowledge is needed by society today, and set about imparting it.

* * *

The modern world has developed a keen sense of business honor among the great majority of men who are entrusted with the savings of others. Because people save, and because modern business conditions make it impracticable for those who save to also become responsible for the investment of their savings, we have such institutions as trust companies, bonds, investment companies, and other agencies whereby the capital of one person may be loaned to another for profitable use.

**Teachers'
Tenure of
Place**

The security of the business world depends upon the laws which govern these financial institutions and the character of the men who control them. And in proportion as savings become large and the investment of them difficult and complex, does the business world become sensitive. If there is weakness or wrong doing in one quarter, panic is apt to develop in many places and business progress is arrested.

In the teaching profession we have today an analogous situation. The professional training of the teacher represents investment of time, money and energy. So far as the public is concerned, the teacher's capital is her professional reputation, and in these days it is steadily becoming a larger capital. When a teacher enters em-

ployment, she is putting her capital into the hands of the board of trustees or superintendent. If these are competent to use that capital wisely, she is contented and works without undue apprehension. But if she has no confidence in their ability to handle that capital disinterestedly and helpfully, then she is nervous, unsettled, and loses confidence in the educational profession.

Now it is a fact that there prevails today in altogether too many places in California among the teachers what the business man would call "lack of confidence." And, just as "lack of confidence" in the business world paralyzes the courses of business, so among teachers, who feel that their little professional capital is in jeopardy, there is apt to result poor work from the prevailing uncertainty. The teacher who fails of re-election is usually injured thereby. Sometimes at another school satisfactory explanations can be made, and the teacher secure a place of the kind to which her experience and attainments entitle her. But usually this is not the case. It is hard to explain why one left the former place or failed of re-engagement. A board is justified in being somewhat suspicious of the person who has left a former position under a cloud. Failure of election, therefore, commonly means deterioration of the teacher's professional reputation, which is his capital. The loan which he has made has come back to him, if not impaired, at least not augmented.

But one must not lose sight of the position of the Board of Trustees. The schools are made, not for teachers, but for children; and the first obligation of the trustees is to the public, that the schools be the best possible. As a rule, the better class of educators fully understand this position. No objection is raised to the dismissal or failure of re-election of a teacher whose work is obviously inferior to that which another can do. The trouble lies rather in the fact that the teacher feels that she has no guaranteed protection against mistaken judgment, prejudice, or unwise sentiment. The laws guarantee the teacher practically no protection of her capital against misappropriation; and, owing to the intrusion of politics and personalities into school elections, she may have no great confidence in the integrity or purposes of those who have the handling of her professional reputation.

In the majority of instances the schools of California are under the charge of boards or superintendents who are wise and humane and fully appreciative of their responsibilities in the matter of safe-

guarding the teacher. But there is a strong minority of instances in which this is not the case; and, just as one weak bank in a city may demoralize its financial affairs, so a few inefficient school boards or superintendents of poor judgment or poorer intent may widely demoralize educational confidence. Already this spring in some half dozen prominent schools in California there have been summary dismissals on a rather large scale. Possibly there has been good reason for them, but the teaching profession has not been informed. In some cases the individuals themselves have had no reason to suspect that their work has been unsatisfactory. Without a word, their professional capital has been confiscated, and they have practically no appeal.

Let it be reiterated that the objection is not to the fact that teachers are dismissed; the privilege of free dismissal must rest with boards, if the schools are to advance. Absolute life tenure of office is unthinkable in teaching, if justice is to be done to the growing generation. No, the objection is to the way in which changes are brought about—irresponsibly and often mistakenly.

What is needed, and what must come, is that both the appointment and dismissal of teachers must take place with expert advice and with publicity of reasons. Both the arbitrary appointment and the arbitrary dismissal of teachers is wrong, because it secures full justice neither to teacher nor school. Where schools are good, we find that employment and dismissal take place with either official or unofficial advice of educational experts. Where schools are not good, where the investment of the teacher's professional advice is a risky matter, there we find no voice of educational expert, but rather a person or persons acting on prejudice or caprice.

Apart from the frequent injustice to the teacher in this matter, education in general must also suffer. There can be no question but that a prominent reason why fewer young men are turning to teaching today is found in the insecurity of tenure. College graduates who have investigated the situation frequently observe that a young man would be a fool to try to build up a professional reputation which would be at the almost arbitrary disposal of two or three men who are not experts in his line of work. The man who invests his money in a "get-rich-quick" affair at least has the satisfaction of feeling that he may win; but at best the teaching profession pays but a low rate of interest on investment, looked at from the standpoint of remuneration. Why, therefore, should the

young man invest, when the world is full of other opportunities at least not less profitable and certainly less uncertain?

Sometime soon all those who are interested in the best educational welfare of California must come together and agree on some policy which will remedy the present situation with its "impaired confidence." The problem is not a simple one. Better laws are needed, and a better public sentiment is necessary. A certain number of incompetent teachers will complicate the situation by trying to make provision for entrenching themselves. No life tenure is wanted, nor can all features of the civil service be introduced. What is wanted is provision that shall make for the greater employment of expert service, for publicity, and for safeguards of the teacher's capital—his professional reputation.

* * *

The love of one's fatherland is common to the natives of all countries, but in Japanese patriotism there are certain things peculiar to itself. When we consider Japanese patriotism we must never lose sight of its great concomitant, loyalty to the Emperor. These two passions are so closely united in the breast of an ordinary Japanese that he can hardly conceive of one without the other.

Japanese Patriotism

To him his country does not mean simply a group of islands with about 50,000,000 people living on them. His forefathers and descendants are also taken into account. To him the past, present and future generations are commingled into one. The Japanese knows that his own ancestors served those of his Emperor. Nay, he knows that, if his own genealogy be traced to bygone ages, it will be found more or less connected with that of the imperial household. In short, the Japanese are members of one vast family, with the Emperor as the head and the representative of its main stock. The Emperor is by birth the head of the nation. Neither he nor any of his ancestors came to the throne by ruse or violence. Suppose Abraham had founded an empire in Palestine—that his heirs in an unbroken line ruled over the twelve tribes, themselves descendants of Abraham, and that the empire continued powerful to this day; suppose this, and you have an idea somewhat similar to that of the empire of Japan.—Nobushige Amenomori in the *Atlantic Monthly*.

Primary Reading*

LEW A. BALL.

A Phonetic Method and its application to the new State Series Readers.†

In teaching children to read, by whatever method, and in whatever books, two important points must be considered: 1. The habit of reading for the purpose of getting the thought should be established. 2. The mechanics of reading must be taught.

Our problem, then, is how to proceed in order to give the child power to overcome the mechanical difficulties of the printed page, while never letting this process interfere with the growing habit of thought interpreting.

Next year we shall use the new State Series Readers. They are not "Method Readers," which leaves us free to adapt our own methods in teaching them. To be sure, the words at the beginnings of the reading lessons are diacritically marked, but there is absolutely nothing about the text that makes it necessary to teach the diacritical marks, and method is thus left to the choice of the teacher.

Having in mind the problem stated above—that is, how to proceed in order to give the child power to overcome the mechanical difficulties of reading while developing the power of thought getting, we have tried a plan which brought good results. This plan and its adaptation to the State Series Readers is here outlined.

Beginning with the sentence, or in the child's phrase, "the story"—the single, short, forceful sentence complete in itself—we pass, next, to the word which is a part of this sentence, then to the phonetic parts of this word through a natural order of analysis. Then, by a re-combination of these derived phonetic parts, we obtain new words, from which we make new stories.

The child expresses his thoughts in spoken sentences. We, in turn, convey new thoughts to him in spoken sentences. In teaching the child to read, or rather, in introducing to him this new way of thought getting, the shortest step from the spoken sentence is to the printed or written sentence. To begin with anything less than

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† The new State Series Readers will be ready for use in August.

The author expresses obligations to Mr. T. L. Heaton, Lecturer in Education, University of California, and Deputy Superintendent of the San Francisco Schools, for guidance in working out this method and in putting it in its present form.

This work was given at the San Francisco Teachers' Institute, May, 1905, and is now printed at the request of Superintendent Langdon.

the complete story-sentence—that is, with single words, phonetic parts of words, or letters—is forced and artificial, therefore out of order.

A most effective way of introducing these first reading sentences is by means of a game where the child runs, skips, jumps, spins a top, or finds a hidden object, as the sentence directs. The game attracts and holds the attention of all the children, and does not need any preparatory conversation.

Beginning with the sentence then, the order of procedur  is as follows :

FIRST STEP. THE SENTENCE.

BLACKBOARD READING.

[NOTE.—The words used in these sentences arranged for preliminary blackboard work are those found in the first twenty pages of the new State Primer.]

Call a child to the front and ask him to run across the room. Then place upon the blackboard the sentence

I can run.

and read it to the child. The child may then read the sentence, as a whole, slipping the pointer across the entire sentence and not stopping at the separate words. Repeat with several children in turn.

Erase this sentence, place upon the blackboard

I can catch you.

and proceed as with the former sentence.

In this way, teach in turn several "action" sentences, reviewing meanwhile all that have been presented. At first have but one sentence at a time on the blackboard until there is no longer danger of confusing.

Action Sentences :

I can run.
I can catch you.
I can play.
I can sing.
I can sew.
I can feed my kitty.
I can fly like a bird.
I can ride a horse.

Again, place in a group several objects and ask a child to select one. As he holds it (a book, for example) place upon the black-board the sentence

I have a book.

Read it to the child, and let him read it. Erase this sentence, permit another child to choose an object, and continue with

I have a doll.

I have a bird.*

I have a nest.

I have a slate.

I have a horse.*

I have a cow.*

I have a kitty.*

*Use toy or picture bird, cow, etc.

With the same group of objects, follow with the sentences,

Take the book.

Take the doll.

Take the nest, etc.

also

Look for the slate.

Look for the kitty, etc.

Whatever plan is used, each sentence presented should be interesting, from the *child's* point of view—by all means not the inane sentences that fill the pages of some of our primers. It is better to tell the whole story in one sentence and have it strong—if it can be told in one—than to dilute it and spread it through many weak sentences.

My papa has a gun

tells it all, and is a far better story than

See my papa.

See the gun.

I see my papa.

I see the gun.

It is papa's gun.

It is a good gun.

Nonsense jingles are always well received, and many needed words may be introduced in this way which would not lend themselves readily to good vital sentences.

Run, run, run
Oh, see the fun!

Here we go
All in a row.

Hip, hip, hop,
Do not stop.

SECOND STEP. THE WORD.

BLACKBOARD READING CONTINUED.

Place upon the blackboard a group of sentences, which the children know how to read, as:

I have a book.
I have a cow.
I have a nest.
I have a slate.

Let the children read them.

As the children watch, erase

I have, I have, I have

leaving

a book.
a cow.
a nest.
a slate.

the children telling what remains. Then erase *a, a, a*, leaving the single word

book
cow
nest
slate.

Retain these words for daily drill, rearranging their order from day to day.

Again, place upon the blackboard the same group of sentences, and as the children watch, erase *a book, a cow, a nest*, retaining

I have

I have

I have

Erase *I*, retaining *have*, and add *I* and *have* to the list of words for daily drill.

[NOTE.—To economize time, the daily word drill may be a concert exercise. The danger in concert work is that a few children lead, the others follow and derive very little benefit. This difficulty may be overcome by permitting the leaders to stop reciting as they seem to know the words, thus throwing the responsibility upon the weaker ones and giving the drill where it is most needed.]

In this way, give the sentences

I can run.

I can play.

I can sing, etc.

Erase *I can, I can*, leaving

run

play

sing.

Continue until the list of sight words is complete.

It is important that these words be so thoroughly learned that there can be no hesitation nor doubt, for upon the absolute certainty of the child's recognition of these words depends the ease and success of the next step.

At this stage the three lines of daily work are:

1. Drill on the separate words, for rapidity and accuracy in recognizing, regardless of meaning.
2. Sentences giving a new arrangement of these words.
3. New sentences introduced as the former ones were, these sentences containing new words. They must be told the child outright

—and told him again if he does not remember them. There must be no *guessing* nor *puzzling*, for as yet the child cannot be expected to have a clue to the new words.

WORDS FROM PRIMER P. 1 TO P. 21.

a	do	I	nest	see
am	feed	kitty	on	take*
at	for	little	oh	tree
and	fly	look	papa	the
book	go	like	pretty	to
bird	give	mama	play	you
baby	horse	my	run	your
big	have	me	ride	yes
can	has	mouse	sing*	Alice
catch	is	mice	sew	John
cow	in	may	school	Willie
doll	it	milk	slate	

*The words *sing* and *take* occur later in the Primer, not in the first twenty pages, but they are added here for use in the next step.

THIRD STEP. PHONETIC PARTS OF WORDS.

BLACKBOARD READING CONTINUED.

1. Place upon the blackboard the word *sing*. As the children watch your lips, pronounce the word *sing*, prolonging slightly and making prominent the initial sound *s*. Have children tell what sound comes first in speaking the word *sing*, or rather, ask them to show how they would *begin* to say the word *sing*.

Erase *ing*, leaving only *s*.

Place *see* on the blackboard, proceed as with *sing*, erasing *ee*, leaving only *s*.

Write the word *mice*. Pronounce, making prominent the sound *m*. Erase *ice*, leaving *m*, and continue with *may*, *mouse*, *milk*, erasing *ay*, *ouse*, *ilk*.

Continue this plan and teach the consonant sounds from the following words:

b—book	l—little
bird	look
big	like
c—can	m—mice
catch	may
cow	milk
d—doll	mouse
f—feed	n—nest
for	p—papa
g—go	r—run
h—horse	ride
J—John	s—sing
k—kitty	see
	t—take
	W—Willie
	y—yes.

The initial V occurs for the first time in Primer, p. 68, *very*. Therefore it may be taught later. The initial Z being so uncommon, it may be omitted at this point.

The danger in this separating lies in giving to these separate consonant elements sound which they do not possess. Properly speaking, some of them have no sound until followed by another letter, usually a vowel. Scarcely more than *position* of lips and tongue should be used in expressing b, d, g, h, p. They are *not* sounded bū, dū, cū, gū, hū, pū, nor are these any such words as bū-oy, bū-ake, hū-and, kū-ite. Much less can these separate sound elements be correctly represented by imitating train whistles, bleating of lambs, cooing of doves, etc.

Drill on these consonants as separate sounds should be *discontinued* as soon as the drill begins in reading lists of words in which they are constantly repeated. (See Fourth Step.)

2. Again, place upon the blackboard the word *sing*. Erase *s*, leaving *ing*. Tell the children what it is, and let them pronounce it. This must remain as it is, *ing*, a phonogram*, no attention being called to the separate letters.

*NOTE.—A phonogram is a group of letters having always the same sound and pronounced as a whole,—never phonetically analyzed to the sounds of its separate letters. Use of most common phonograms is economy of mental effort. Making phonograms of letter combinations not frequently used is a waste of mental effort.

Continue with the following sight words, erasing the initial consonants, and retaining the part that remains as a phonetic part or sound group:

sing	nest	cow
see	run	for
can	mice	take
book	catch	
slate	big	
play	ride	
bird	feed	

From these words obtain

ing	est	ow
ee	un	or
an	ice	ake
ook	atch	
ate	ig	
ay	ide	
ird	eed	

To which add am, and, it, in, on, from the word list.

The remaining words in the list are to be retained as pure sight words. There are not a sufficient number of words that resemble them in sound to make them useful as phonetic foundations.

This completes the *preliminary* blackboard reading. It will take probably from six to eight weeks.

At this point, the child may begin reading the Primer, while blackboard reading is still carried on.

As soon as a word has been resolved into its phonetic parts, it may be dropped from the list of sight words, the drill being given to the phonetic parts only.

FOURTH STEP. RECOMBINATION OF PHONETIC PARTS, FORMING NEW WORDS.

LINES OF WORK.

- Time, about 4 weeks. {
1. Read Primer to p. 21.
 2. New sight words from Primer, p. 21 to p. 40, inclusive.
 3. Recombining phonetic parts into new words. Blackboard sentences containing these new words.

Place upon the blackboard the new words,

sun
say
sand
sit
sake
side
seed
set

Pronounce the words slowly and very clearly, making plain to the child the result of the new blending or combining of the phonetic parts without making any more of an artificial separation than is necessary to help the child over this new step. The word is not s|un, nor s.....un, it is *sun*; and to make a pause between the two parts instead of blending at once puts a stumbling block in the way.

The success of this exercise lies in the child's ability to pronounce promptly the separate phonetic parts. There must be no uncertainty, no guessing.

Continue with

man
mate
match
met
mice
make

reading them as before and having the child read them several times.

In this way read

ring	rice	nice	fan	feed	lest
ran	rake	need	fay		latch
ray	run	now	fun	late	let
rest	ride	nor	fig	like	lake
		net	for	lay	look

tan	can	hook	pan	bee	date
took	cook	hay	pay	book	day
test	cow	hatch	patch	bay	Dan
tide	cake	hide	pig	bird	dig
take		heed	pet	best	deed
tin	wing	how	pin	bun	
gate	wee	hand		big	
gay	way	hit		bow	
gun	west			bake	
get	wig			bitj	
	wide				
	wet				
	wake				

resting	}	ing being a sound group already learned.
matching		
cooking		
singing		
running		
cunning, etc.		

Sentences—We like to play on the hay.

Papa has a gun.

Baby has cunning little hands.

I like cake, etc.

The remaining work for the term is outlined briefly.

As new sound groups are developed from words in the Primer, they should be added to the list already given.

The new sound groups only, and not the words from which they are derived, are given as follows:

Primer p. 21 to p. 40 inc.	{	et	ot	ose	ill	sh	squ
		oa+c.*	ace	ime	ite	wh	gr.
		ad	er	ink	ed	th	
		id	ut	up	ank	gl	
	{	ood	ail	ish			
p. 41 to p. 60 inc.	{	eck	ea+c.*	dme	ee+c.	sw	sl
		ap	ea	oon	ust	thr	
		old	ou+c.	aw		fr	
		og	ope	im		fl	
p. 61 to p. 80 inc.	{	uck	ir+c.*	all		dr	
		ind	en	om		pl	
		ar	ade	or+c.			
		ar+c.*	ick				
p. 81 to p. 102 inc.	{	ess	od	oom		ch	
		ur+c.*	ight	ow+c.*		st	
		ong	ig	oke		sn	
		ock	ine	ow(=ō)			

oa+c. means oa+consonant, as oad
oat, etc.

ar+c=ard, art, ark, etc.

Words may be built up from the foregoing sound groups, as follows, the lists given here, however, being by no means complete.

New words from Sound Groups Primer p. 21 to p. 40 inc.	{	set	red	fish	shot
		sad	race	fill	shut
		sail	road	met	shed
		sink	rose	mad	white
		sank	face	mail	think
		sup	fed	mill	thank
		letter	sailing	rested	hatchet
supper	fishing	handed	boyish		
setter	filling	looked*	greenish		
saddest	thanking	fished*			

*Variable Sound Groups. The child must be trained to decide how such words should be pronounced from his knowledge of the

spoken word, and from the use of a word in the sentence. Later he must decide between ow and ow (ō), ind and īnd, etc., in such sentences as:

The boys stood in a row.
 I have a bow and arrow.
 Baby can make a bow.
 The wind blew the tree down.
 Wind up the string.

New words from Sound Groups p. 41 to p. 60 inc.	}	sack	tack	slim
		sold	told	sled
		sea	tea	frog
		same	tame	free
		soon	rap	Fred
		saw	read	Frank
		seat	reader	fret
		seated	rope	
		soon	raw	
		sound	round	

New words from Sound Groups p. 61 to p. 102 inc.	}	sir	tall	burning	chin
		sick	Tom	barn	chest
		sickest	tallest	Ben	
		song	tight	duck	
		sight	ball	dark	star
		tar	bucket	dig	stick
		tart	burn	digging	stack

Lack of space prevents the giving of complete lists here. Many more words should be added.

Gradually, during the term, a classification should be made of these sound groups. This classification strengthens the child's power in retaining and handling them. Towards the end of the term, as this classification advances, useful sound groups which do not occur in the Primer, may be added.

At the end of five months, the foundation will have been laid for a good phonic system. At no point will the work have been too

difficult, nor artificial, and at no point will faulty mechanics have stood in the way of thought reading.

Good results will be most evident during the second term. With the power gained from the faithful carrying out of the first term's work, the child will be able to read with ease supplementary Primers, and during the second term the State First Reader will present but little difficulty.

SOUND GROUPS CLASSIFIED.

an	et	it	on	un
at	en	in	ot	up
ap	ed	ig	og	ut
ad	est	ix	ock	uck
am	ess	im	ong	ust
atch	ee	ill	ose	ur+c.
and	ee+c.	ish	ope	
ank	ea	ink	oke	
ack	ea+c.	ick	ook	
ate	er	ing	ood	
ace	ew	ike	oon	
ame		ice	oom	
ake		ide	ow	
ade		ite	ou+c.	
ay		ime	or	
ai+c.		ir+c.	or+c.	
ar		ight	oa+c.	
aw		ind	old	
all			ow(=o)	

TO BE ADDED.

ag	ell	ip	op	ub
ash	ead=ed	ile	oss	ud
aw+c.		ine	ole	ug
au+c.		ipe	ore	um
age			oy	
ale			oi+c.	
ane				
ape				

OUTLINE FOR TERM.

Time, 6 to 8 weeks.	{	Blackboard Reading: Sentence, word phonetic parts. Words from Primer, p. 1 to p. 20, inclusive. Phonetic parts of these words.
about 4 weeks.	{	Read Primer to p. 21. New words from Primer, p. 21 to p. 40, inclusive. Phonetic parts of these words. Recombining to form new words.
about 2 weeks.	{	Read Primer to p. 41. New words from Primer, p. 41 to p. 60, inclusive. Phonetic parts of these words. Continue blending or recombining.
about 2 weeks.	{	Read Primer to p. 61. New words from Primer, p. 61 to 80, inclusive. Phonetic parts of these words. Continue recombining.
about 2 weeks.	{	Read Primer to p. 81. New words from Primer, p. 81 to 102, inclusive. Phonetic parts of these words. Continue recombining.
about 2 weeks.	{	Read Primer to p. 102. Complete phonetic lists.

*

* NOTE.—Time will be longer in schools where the teacher has many grades, but older pupils may be trained to do part of the drill work, thus shortening the time otherwise required.

SECOND TERM.

Read First Reader.

Retain sound groups taught during first term.

Give new lists of words, using prefixes and suffixes.

Read sentences and stories containing these new words.

SUGGESTIONS FOR SECOND TERM.

know	consent	mention	little
knew	consider, etc.	auction	cattle
knife			bottle
knee	dismay	village	bundle
knock	disappoint	sausage	cradle
kneeling, etc.			uncle
	attend	careful	ruffle
write	attack	harmful	struggle
wrote			
written	invite	funny	
wring, etc.	inside	happy	
	invent	daisy	
across		party	
along	prepare	fancy	
around	prevent	lovely	
		pansy	
before		pansies	
between		parties	
beside			
behind			

* * *

Present Tendencies in Our County Courses of Study

By CHRISTIAN RUNCKEL, Berkeley, Cal.

An investigation into a subject of this kind suggests a number of lines of thought, any of which might be pursued with much interest and profit. The field is so comprehensive that it has been deemed best to confine the work to two lines somewhat closely related; namely, (1), the specific requirements of the courses of study in the elementary schools of California, (particularly the rural schools), and (2) the time designated for the completion of the work.

The aim throughout has been to become acquainted with the conditions and to ascertain, if possible, the tendencies with reference to these two relations.

The information has been gathered principally from the latest manuals of the various counties, nearly all being for the year 1904.

The seven counties not represented in the present study are all remote and sparsely settled, and together constitute about one-fortieth of the school population of the State.

The material gathered cannot be considered quite exact in showing existing conditions for the reason that the source was principally manuals. These, as a rule, show the aims of the county boards more than they do the actual school conditions. The tendency to imitate what is found in other manuals, regardless of similarity of conditions, seems quite prevalent throughout the State. As a whole, however, the manuals furnish as reliable data as can be conveniently gathered and should afford reasonably safe material upon which to work.

Fifty counties have been heard from and forty-seven manuals examined. *Twenty-three*, (including San Francisco), and comprising *two-thirds* of the school population of the State, have an eight-year course. *Twenty-seven* have a nine-year course. In 1896 there were but thirteen counties in the State having an eight-year course.

For convenience the two classes have been designated as eight-grade counties and nine-grade counties. They have been compared somewhat in detail and in doing so the two relations of time and scope have been to some extent carried along together. Among other things noted are the following:

The first year's work is quite uniform throughout the State. More difference of opinion exists in regard to arithmetic than to any other subject in this year. Some counties make it incidental, some optional; some defer it until the second or third year, while others begin it more or less vigorously at once. Spelling is also a subject of slight difference of opinion, six counties not taking it up until the second year.

Up to the fifth year, with the exception of arithmetic, the courses of both classes of counties are also quite uniform.

From the fifth year on, there seems to be a stretching out of the work in the nine-grade counties.

In reading, spelling, literature, language, history and geography there is but little difference between the two classes.

In science, six nine-grade counties place physics in the ninth year. In the eight-grade counties this is covered under the head of nature study distributed throughout the grades.

The greatest difference noticeable has been in mathematics. In view of the stress usually placed on arithmetic, and considering its important relation to the elementary curriculum, a somewhat extended summary of the facts gleaned is here given. (San Fran-

cisco has not been included for the reason that it seems to be a county standing alone, being exclusively a city system).

Opinion seems to be quite evenly divided with relation to beginning the formal work in arithmetic, whether in the first year or later. The tendency to postpone is slightly stronger in the nine-grade counties.

The time required for covering the four fundamentals seems to depend upon the year in which the work is begun. Those that begin in the first year aim to cover the fundamentals by the end of the fourth, those beginning in the second by the fifth, while those beginning in the third year also cover it by the fifth year, taking one year less than either of the other two classes.

In the greater number of counties, the work in both common and decimal fractions is extended through two years, the fifth and sixth. More counties cover decimal fractions by the end of the fifth year than common fractions. The two classes of counties have not differed materially up to this point in arithmetic, but from this time on the difference becomes quite marked.

It is in the treatment of denominate numbers that the greatest break occurs. The tendency to eliminate and simplify is manifest in the eight-grade counties and the opposite tendency in the nine-grade. *Three-fourths* of the eight-grade counties complete denominate numbers by the end of the *sixth* year, the work being much simplified and carried along with fractions in the fifth and sixth years. On the other hand, *two-thirds* of the nine-grade counties run this work into the seventh year, some devoting the entire *seventh* year to it.

Only three out of twenty-six nine-grade counties complete the arithmetic by the end of the eighth year and devote the ninth year entirely to algebra or to algebra and geometry. *Fifteen* nine-grade counties and only *one* eight-grade county have algebra in the course and that in the last year.

By cutting down the work in compound numbers, eliminating certain subjects in percentage, simplifying the rest, and by omitting algebra entirely, the eight-grade counties have saved a year's time in mathematics. As illustrative of the possible elimination of obsolete and traditionary material in arithmetic, the San Francisco Course of Study in Arithmetic for 1904 is a fair index. In compound numbers, for instance, the work is confined to the six commonly used tables; namely, linear, square and cubic measure, avoirdupois weight, liquid measure and the time table. These tables are learned in the fifth grade and review in each of the succeeding grades. Instructions are given "to use in connection with real situations." In percentage only "simple problems that business men

must solve every day" are to be given. "Complicated problems, with three or four steps in reasoning, *are to be avoided.*" Compound interest and partial payments are treated briefly to show that they are applications of simple interest. Bank discount, life insurance, duties, internal revenue and stocks and bonds are omitted. In like manner, mensuration is much simplified. Santa Clara and San Diego Counties go even further, omitting in addition true discount, accurate interest, compound interest, and exchange.

If a great commercial city like San Francisco, with her vast school population, and a school term of 200 days, deems it wise to cut to such a degree in arithmetic, then certainly such counties as Trinity, Lassen, and Del Norte, with small schools and short terms, should not feel it incumbent to try to do all the work in the new State text book. The same is true of even larger counties. If the subjects retained in arithmetic by so many boards are retained for their disciplinary value, then the question arises, Is there not sufficient material to be found in other studies more closely related to life's environment that will furnish better discipline, and at the same time afford knowledge of practical value?

Evidently there is, if we are to judge by the important place given to other subjects which formerly held only second place to arithmetic. The modern study of geography that brings out so many scientific relations (physical, industrial, economic); the study of history that makes so many demands upon the judgment; civics in its broader sense as a training for citizenship; nature study that brings the child in touch with simple, every-day relations; all these seem better adapted for even disciplinary value than many of the "perplexing abstractions" of arithmetic.

That nature study has come to stay as a part of the elementary curriculum is indicated in the various manuals. Just what form it is to take is apparently as yet an open question. Whether it is to be taught as a separate study, or whether all subjects in the curriculum capable of such treatment are to be "*naturalized*" is apparently a question with which County Boards are now struggling. An interesting development, yet in the experimental stage in this State, is the recent movement to direct nature study toward a useful application in the study of agriculture. Seven counties, Alameda, Los Angeles, Santa Clara, Sacramento, Orange, Siskiyou, and Yuba, have made a beginning along the line of agriculture.

The recognized superiority of these studies (geography, history, civics and nature study), and our evident needs in better English seem to make it imperative that much of the purely traditionary

material, not only in arithmetic, but also in grammar and spelling, must be eliminated.

In examining the various manuals for 1904, this question repeatedly presented itself. Why do so many counties retain the ninth year?

Twenty-seven out of fifty counties heard from do so. These counties represent about one-third of the school population of the State. In seeking an answer certain conditions have been considered; namely, the length of the school term, the percentage of small schools having but one teacher, and the high school facilities afforded.

The average length of school term, (or year), for the schools of the State in 1902 was 165 days. The average for the two classes of counties was as follows:

21 Eight-Grade Counties.....	170 days.
27 Nine-Grade Counties.....	163 days.

San Francisco and Alameda Counties are not here included in the eight-grade counties, as they have exceptionally long school years, 195 and 200 days, respectively.

The average percentage of schools having but one teacher, exclusive of city systems, was as follows:

22 Eight-Grade Counties.....	50 per cent.
26 Nine-Grade Counties.....	68 per cent.

The following figures, showing high school facilities, were compiled by C. B. Crane, of Berkeley, Calif. They are based upon reports for 1904, and while only partially complete, owing to the lack of returns, indicate to some extent the existing conditions. They aim to show the percentage of census children within six miles of a high school:

In 18 Eight-Grade Counties.....	86 per cent.
In 15 Nine-Grade Counties.....	70 per cent.

It will be noted that the nine-grade counties as a class have a slightly shorter school year, a larger percentage of small schools and do not have quite the same high school facilities. Sparseness of population and a lower assessed value of property, arising from geographical conditions, naturally affect the schools.

The recent change in the method of apportioning the State school funds may tend to increase the length of the school year in the sparsely populated counties.

The only factor that at present seems feasible to reduce the number of small schools is the idea of consolidating several small

districts into one larger one, with a centrally located school of several teachers. Many parts of California are adapted for the successful carrying out of this idea. It has scarcely taken root in this State as yet.

During the past eight years many high schools have been established throughout the State. Along with this movement has gone the change from a nine-grade course to an eight-grade course, ten counties having so changed during this time. Evidently the two movements are somewhat closely related. That the tendency during the next decade will be toward strengthening the high schools already established, rather than organizing more high schools, seems evident from the increasing standard exacted by the State University.

Conditions, with reference to the number of small schools and to high school facilities, are not apt to change much during the next decade. If the retention of the ninth grade is due to these conditions, then the number of nine-grade counties is not likely to decrease to any appreciable extent. If, however, the ninth grade survives as a result of previous conditions, or if it is maintained by the power of educational opinion as expressed by county boards, a changed attitude on the part of the county boards may rapidly decrease the number.

That educational opinion as manifested by county boards with relation to the number of grades does not of necessity spring from the conditions mentioned, is borne out by the fact that such counties as Napa, Sacramento and Orange retain the ninth year (Sacramento, a tenth year), while on the other hand, several sparsely populated counties, like Inyo, Lassen and Siskiyou, have only eight grades. Monterey and San Luis Obispo Counties are almost identical in the three conditions mentioned. Monterey has nine grades, San Luis Obispo eight, with an optional ninth year.

The following reasons, (or opinion), obtained from manuals and county superintendents, are advanced for the retention of the ninth year:

1. It enables pupils to attain greater thoroughness.
2. It permits a more extended knowledge of the subjects taught.
3. Owing to the lack of high school facilities, it affords additional training for such pupils as desire it.
4. It affords additional training to those pupils who cannot or do not expect to attend high school.

5. It holds pupils of less advanced age under the influence of the schools for a year longer.

In considering these reasons the thought suggests itself that nearly all spring from a desire to benefit the very small number who reach the higher grades. And the question arises: Is it right to arrange a course of study with reference to the special needs of the few? About sixty per cent. of the pupils in the elementary schools drop out before the advanced grades are reached. Less than twenty-five per cent. reach the highest grade. Is it not the mission of the elementary school to prepare the entire mass for a more intelligent adjustment to our modern conditions? Is this mission more nearly fulfilled by the increased stress placed upon the work of the higher grade? Can a teacher in a country school having all the grades give the necessary attention to the greater percentage in the lower grades when she is called upon to meet the requirements of a county board examination in her highest? Does not self-preservation demand special attention to her graduating class, no matter how small? Does the addition of a ninth grade tend to increase the deficiencies of those who never reach the graduating class? Would it be better to simplify the work and reduce the number of classes?

Certainly those who are not graduated far outnumber those who are. Are they not justly entitled to as great, if not greater, consideration?

Aside from the more extended knowledge of arithmetic and algebra afforded by the nine-grade counties, a careful comparison of the two classes seems to show that one as fully meets the requirements of an elementary course as the other and that one aims to be as thorough as the other. Unless the additional training in arithmetic and algebra is a compensation, a year seems to be lost in the nine-grade counties. The postponement of much of the work in the higher grades of the nine-grade course must also deprive a larger number of pupils, who are obliged to leave school, of the benefit of such training. If the contention be true that habits of study become fixed before the higher grades are reached, then the necessity for improving the conditions during the first five years of school life becomes imperative. The cry of the high school is not for a more extended knowledge of subjects, but rather for better habits of study. Thoroughness in the essentials is absolutely necessary, whether the pupil goes on to high school or not.

As a whole, the trend of educational thought in the State seems to be toward a simpler and shorter course of study for the elemen-

tary schools. The more advanced work must be sought in the greatly increased number of high schools which now form a part of our State educational system. More and more attention is being devoted to the needs of the primary grades where the larger part of our population gets its training. Many counties are having the importance of this work impressed upon them to an extraordinary degree by the large numbers of children of foreign born parentage which they are called upon to assimilate and mould into a homogeneous American type. The ever-increasing complexity of our modern life is demanding of our elementary schools a more careful selection of subjects and parts of subjects, a closer correlation, and an unsparing elimination of the obsolete, traditionary material which clings with such tenacity to all educational work.

* * *

Books and Magazines

Almost every adult person in California is greatly interested in trees, they figure so largely in our life here. We have them in such variety and we meet them in so many ways. They serve all sorts of uses and one might add, of beauties also. They mean much to us because of their intimate connection with the water brooks which are the life of the fields, as well as because of our familiarity with them in the holiday seasons which are so commonly spent among them. Prof. Charles Sprague Sargent's book should be more in demand in such an outdoor state as California than anywhere else. It has been prepared for the layman as well as the technical student of the subject. Its author's aim throughout has been to set forth the general facts pertaining to the study of trees, their descriptions and uses in a way that would appeal to the general public. More than six hundred kinds of trees are described here and some six hundred and forty illustrations are at hand to help in identifying them. This book is the one to take into the forest. It is the one to put into the school library beside a good flora of California.

Manual of The Trees of North America, by Charles Sprague Sargent, Director of the Arnold Arboretum of Harvard University. Author of the *Silva of North America*. Boston: Houghton, Mifflin & Co.

Professor L. H. Bailey of Cornell University indicates the purpose of this book, in the preface which he has written for it, so admirably that we cannot do better than borrow his words. *Experiments with Plants* was written to "suggest and explain simple ways by which the pupil could be set at the working out of real problems in the growth and behavior of plants . * * * The introduction of laboratory work has been the great contribution of natural science to pedagogy. The laboratory sets the pupil at work with a personal and concrete problem; it develops the creative and active faculties, rather than the receptive; it asks the pupil what he has found out, rather than what he remembers. The school is now reaching out to the larger problems of the environment, and to the affairs of men; for it is to touch life at every point. In this movement the laboratory is concerned; consequently the laboratory is developing away from mere object-teaching and mere piece work, into a vital and genuine touch with phenomena as they occur under wholly natural or normal conditions; and there is also a tendency toward the development of simple apparatus, in order that the pupil in even the humblest school may be reached. We now see that the object-lesson teaching with natural history objects, and the giving of information about nature, are not nature study; we must study the objects and phenomena in their natural relations. The schools are now ready for this point of view. They are growing plants in windows when they have no laboratories adapted to the purpose; some of them are establishing school-gardens; they are appropriating the adjacent fields; and they are even drawing on private gardens and farms. The ideal plant teaching, it seems to me, begins always with function and essential life relations, even with young children. I like the titles of Professor Osterhout's chapters—the "work" of roots and leaves and flowers; and I am glad that he relates the subject to the affairs of men by including a discussion of plant-breeding." Professor Bailey believes that the school study of nature should be a study of functions, and to accomplish it that the students should themselves work out the problems in the life and growth of plants. "The numerous questions which young people ask about plants are best answered by themselves," says Prof. Osterhout. The first thing in this sort of knowledge getting, as well as in every other sort, is a question, a question which the learner himself asks, not a formal affair in the nature of an imposed task and having the question he should learn to answer it himself. That is the pedagogical method which this book stands for. Questions about plants naturally begin with questions about seeds. There are

Experiments with Plants, by W. J. V. Osterhout, Ph. D., Assistant Professor of Botany in the University of California. New York: The Macmillan Co.

a great number of important facts to be found out about them and the marvel of the whole matter is that they are so easily found out and so very important to an understanding of the behavior of plants. Next comes the work of getting established, then chapters on the work of roots; the work of leaves; the work of stems; the work of flowers; the work of fruits; and three supplementary chapters: how plants are influenced by their surroundings; plants which cause decay, fermentation and disease; making new kinds of plants.

An experiment is outlined by means of which each important phase of these several subjects may be studied. The book is, in this respect, a marvel of resourcefulness and ingenuity. Teachers and pupils who want to do things will here find enough things to be done to satisfy their utmost longing. And the things are easily done, too. The apparatus which is required is simple and most of it can be manufactured without purchasing anything at the store and something over two hundred and fifty illustrations are introduced to show just what sort of manipulation the experiments involve. It is safe to say that this is both the most practical and the most profitable introductory study of plant life which has yet been written. It is little short of a work of pedagogical genius. The person who is teaching these things cannot do without it. It will be a long day before a better book on these lines appears.

* * *

“It is somewhat surprising that there has not been published long ago a comprehensive and systematic work on American national administration, but it must be acknowledged that with all that has been written on our governmental system this part of it has been almost entirely neglected, except in fugitive and scattered articles on particular phases of the subject.” The subject of civil government is usually a very brief study of the theory of government. Here we have a thorough-going discussion of administration rather than constitutional organization. Not an account of the national government as a whole, but simply of the administrative system, the legislative and judicial branches being considered only in so far as is necessary to make the working of the administrative system clear. It is a study of the growth of the different parts of the system from the office of president down through all the ramifications of the various departments. It is a detailed study of function as well as of the structure of these many offices.

The National Administration of the United States of America, by John A. Fairlie, Ph. D., Assistant Professor of Administrative Law, University of Michigan. New York: The Macmillan Co.

It is a book which would be consulted many times during the year by a live class in civil government or United States history, and should, if possible, be included among the reference books which are being added to the school library.

* * *

This is the tenth number in its very useful series of Bulletins on method which the State Normal School at San Francisco has issued. It is, at the same time, the report of the committee which the California Council of Education appointed about two years ago to prepare a teacher's hand book to accompany the recently adopted California State Series of Geography texts. The committee's report was laid before the Council, adopted and ordered printed, but owing to lack of funds, the Council found itself unable to publish it. Fortunately, the authorities of the Normal School were able to suggest a way by which the cost might be met and, thanks to them, this exceedingly valuable handbook is now ready for distribution to the teachers of the State. It is supplementary to the regular texts and is intended to serve as a guide in the use of them. Its special function is, perhaps, to indicate what features of the text should be emphasized and elaborated and what omitted. Despite attempts to the contrary, the text-book of geography can never be more than a reference-book containing necessary maps, tables of statistics and useful charts and diagrams. It can never contain that wealth of interesting and vivid geographical detail which is to be found in fiction, in travelers' tales, and in the many stories of life and adventure which are accessible, and without which the study of geography degenerates into the prevalent though perfunctory process of memorizing meaningless words and phrases. The handbook takes up each natural area of the world; selects one or more typical and characteristic features of each; gives a list of the best references (children's and teachers') to the supplementary material at hand; and then follows with comments on the topic and its presentation."

Geography is one of the most profitable of elementary studies, but at the same time its very wealth of material makes it one of the hardest to teach well. Help in teaching it should consist chiefly in assistance in fixing upon important matters for the different grades. The method employed here of studying first the very general locations on the map and then the structure of the continent, passing

A Teachers' Handbook in Geography.

San Francisco State Normal School Bulletin, No. 10. Part I., North America and South America, by Walter J. Kenyon; Part II., Europe, Asia, Africa, Australia, and the Islands of the Pacific, by Frank F. Bunker.

next to a consideration of the life which these features condition, offers a very profitable means of approach to the study. Perhaps the most valuable features of these monographs is the full suggestive lists of books and articles for supplementary reading which they contain. On this score alone they are indispensable to the teacher who would make his work something better and more vital than the memorizing of a text book. In preparing these handbooks, Mr. Bunker and Mr. Kenyon have earned the thanks not only of the Council of Education, for which they worked so faithfully and well, but of every teacher of this subject in the State.

* * *

These two volumes, belonging to the "Essentials of History" series, are intended as text books in secondary schools, and are arranged on the system recommended in the Report on the Study of History in Schools by the Committee of the American Historical Association. The authors have addressed themselves to presenting only the things which have been really significant and vital in the development of Western civilization. The purely dramatic and literary phases of history have been omitted. As a result, we have here only those matters which are conceived to be worth while in the study of history. This series is unique among text books, as it is the first expression to the new and growing demand for the omission from class-room instruction of the useless material which an unthinking pedagogical tradition has accumulated.

* * *

This is the work of the schools. The accumulations of the past, stored in dead books, are transformed into living knowledge in the schools. The discoveries of new truths, made by rare and creative men, become the common property of all men, through the machinery of the schools. If our ancestors had not taken pains to transmit their accumulations to their successors, we should have had all their work to do over again each generation, and there could have been no progress. We owe it to those who labored and sacri-

Chester H. Rowell on Practical and Theoretical Education

Essentials in American History (From the Discovery to the Present Day), by Albert Bushnell Hart, LL.D., Professor of History, Harvard University. New York: The American Book Co.

Essentials in English History (From the Earliest Records to the Present Day), by Albert Perry Walker, A. W., Master in the English High School, Boston. New York: The American Book Co.

ficed to transmit to us what they could not enjoy for themselves, that we transmit to the future all that they left us, and as much more as we can add. The maintenance of the public school system is but the payment of our honest debts. If we laid aside, for the progress of the future, all that share of our possessions which we inherited from the past, and preserved for ourselves only that which we made for ourselves, our school tax, instead of being less than one per cent., would be over ninety-nine per cent. To pay that debt with one per cent. interest, and keep the principal, is a cheap enough bargain.

This debt of one generation to the next, taken as a whole, is the primary purpose of the public school system, and our debt to each individual taken separately, is its secondary purpose. And these two purposes determine the use of the two parts of education sometimes roughly called practical and theoretical. The practical part of education is the part that helps each individual to make his own way in the world, as he finds it. The theoretical part is the part that enables each generation to preserve that world as good as it received it, and make it better. To each individual parent and pupil, the practical part of education may seem more immediately important, but to the public that supports the schools the theoretical part is far more important. It is more important that business, for instance, shall remain prosperous, than that any particular person shall learn how to get for himself the advantages of that prosperity. History is a more important study than stenography, though only a few people can get wages for knowing history, while anybody who knows stenography can get wages practicing it. But a generation without knowledge of its own past would have no eyes to see its own present or future, while a generation ignorant of stenography would be merely put to the trouble of doing without it. So, too, it is quite as imperative that some people be taught Greek as that many people be taught bookkeeping. Bookkeeping lubricates the wheels of trade; Greek preserves for us the thought and spirit of that people to whom we owe at least half of the really significant ideas in the world. And it is quite as important to the general public that a few persons shall receive a higher education as that everybody shall receive a common school education. The common school spreads to all the people the common knowledge of the time. But the university originates that knowledge. A common school system without higher education would be as useless as an irrigation system without rivers and head-gates. Given the rivers and head-gates, we can make the irrigation system; but given the ditches, we cannot make the rivers

and headgates. It does not take many headgates, but the preservation of these headgates is of equal importance to all the consumers of water. It does not take many astronomers, geologists or bacteriologists, but when we teach our children by the millions that the earth is round, that soil needs fertilization, and that ditch water is dangerous to drink, we are teaching them things which it took astronomers, geologists and bacteriologists to discover and explain. And in all education, it may be safely asserted, that the things that are of direct practical use to the fewest people are of indirect practical importance to the most people.

However, I am one of those who think we have gone too far in this ignoring of the individually practical side of education. And, strange to say, the very people who denounce every attempt to make education more practical are the hard-headed, practical men, who have a horror of "fads." Ask any hard-headed mother or father what are the most practical things for a girl to know, and the answer will be quite correctly, "to cook and sew, to keep house and take care of children." Ask the same person what are the most practical things for a girl to learn in school, and the answer will be, "reading, writing, and arithmetic." Ask the same hard-headed person what are the most practical things for a boy to know, and the answer will be, quite correctly, "to run a farm, to use tools, and to hold his own in business." Ask him what are the most practical things for that boy to learn in school, and the answer will be, "reading, writing, and arithmetic." And yet reading, writing and arithmetic, in themselves, are nothing at all. The things you read may be very useful, if you read the right things, but the reading is nothing but a tool, valuable or worthless, according to the use that is made of it. The really practical part of the reading instruction in school is the part that guides the pupil in knowledge of what to read, but the practical man does not think so. Writing, also, is a useful tool, but one which can be hired for money. It is more important to have things to write than it is to be able to write them. One of the best writers among the lawyers of Fresno can not spell at all. He hires a cheap stenographer to do that. Some of the worst writers among them are infallible spellers. They can not afford to hire even a cheap stenographer. Far be it from me to decry the art by which I make my own living, but nevertheless, I can easily conceive of a time when educated men will be too busy to learn to write well. Typewriting, like stenography and telegraphy, will be the trade of specialists, and these professional scribes

will do for hire the writing which busier men, who have something to write, will have no time to do.

I will not stop to make the same application to arithmetic, but, so far as arithmetic is considered as a merely practical art, it can be done. The time has, in fact, already come when men can not afford to become expert adders. Adding machines are cheaper and better. These three things, reading, writing, and arithmetic, are useful arts, but they are not knowledge. They are tools for acquiring knowledge, but not the only tools. The knowledge, rather than the tools, is the practical end, and it is quite as important to train pupils to acquire knowledge through the natural tools of observation, comparison and experience, as through the artificial tools of reading, writing, and arithmetic. When our schools become really practical, as they will, some day, we shall find reading, writing and arithmetic filling in them the same place as in life—that of constantly employed and very essential tools, but not of ends in themselves.

* * *

We ought to insist more strictly on standards of qualification. We lay much emphasis in these times on the perfection of the machinery of administration, but too little on the practical professional preparation. We hold up to our own admiration and the admiration of the public the school that is splendidly organized, from an administrative point of view, with its central authority and its classified offices and division of duties, with its elaborate system of reports, which will enable the authorities to determine anything about its working at any moment; but we hear far too little of the personality of the teacher, or his educational preparation and qualification, and his suitability for responsibility. We regard him in too many instances as incompetent to determine his own text-books, or to pass proper judgment upon the physical condition of the rooms and buildings in which he must carry on his work. All this depreciates him in the public estimation.

The lack of proper training, speaking generally, manifests itself in several ways. It is seldom that a teacher is really lacking in a suitable knowledge of the particular subject that he may be teaching; it is not uncommon, however, for his knowledge of some other things to be meagre and disappointing. We have too many teachers whose use of English is not what it should be; too many who cannot write a good letter, to say nothing of using correct English in their conversation. There are too many who lack a general knowledge of affairs, and the good judgment which would make them fit to be

charged with responsibility for important matters connected with their work. In short, the view of too many of us is too narrow. We confine ourselves too exclusively to mere pedagogics.

Teachers are too often incapable, moreover, in practical affairs, especially those of a business nature. They are said too frequently to be lacking in a proper sense of business obligation and of the importance of keeping business engagements. I have heard it said by men here in Illinois that teachers have no moral sense concerning their contracts. I have heard them say that the credit of teachers was not good; that they did not pay their bills promptly. While I do not believe that these criticisms can be made any more generally of teachers than of others, yet the fact that they are made has a certain influence in determining our status in the eyes of the other classes of the community. Certain it is, that there are too many of us who do not show a proper sense of ethical obligations in regard to our contracts. I recall one town in our State in which as many as three or four people, employed to teach in the schools, suddenly "resigned" their positions just before the opening of school, when they found they could get five dollars more per month elsewhere. Now, if there is one thing more than another that is true in such matters, ethically and legally, it is that after one has accepted a position at a certain salary and thereby made a contract, he is not at liberty to resign. The proper course for him to take is to ask to be released. If the other party to the contract sees fit to release him, well and good; otherwise, he is morally bound to fulfil his contract. It is true that in such cases the school authorities will generally act wisely, and release the person under such circumstances. The ethical right to do this, however, is theirs. The right of terminating the contract is not the teacher's.—David Kinley, in *School and Home Education*.

* * *

At a conference of Teachers from Elementary and Secondary Schools and Technical Institutes, convened by the London County Council, in conjunction with the Froebel Society of Great Britain, held on Saturday, January 7th, Sir **Froebel's** John Cockburn, who presided, in opening the meet-
Influence on ing, said it was a happy thought that the Froebel
Education Society should be associated with the Conference; for if a tree was to be judged by its fruits, all educationists, he thought, recognized that the highest possible place in practical education must be awarded to the efforts of Froebel. Everywhere throughout our educational system we saw the results of Froebel's teaching. He was best known in connection with the kindergarten, but the

results of his efforts penetrated throughout the whole of the system. Child Study was an offshoot of Froebel's work, and manual training was another fruit of his teaching. Nature study, too, might be traced to Froebel's influence. He gave form to the great principle of education through activity. We could best learn things by doing them. He first gave rise to the thought of self-activity—that is, that the education of the child must depend on an impulse which came from within. A child's mind was not wax or putty, ready to receive every impression, as some said; the child has a will of his own. Science had shown that it was better, probably, to allow the mind to lie fallow for a time than to force the crop before the right time. The latest kindergarten teaching tended in this direction—that all we could do was to place infants in a favorable environment for their own development. They would do all the rest.

* * *

From the most remote period of her unique history, Japan has always paid close attention to the education of the masses. As early as 806 A. D., or nearly eleven hundred years ago, a Japanese sovereign decreed that all children, no matter of what caste, should attend school, thus establishing compulsory education when such a reform was not even dreamed of in the most enlightened part of Europe. Popular education, therefore, existed throughout her extensive territory when, in 1868, she opened her ports to the world, and freely began to assimilate western civilization.

Education, up to that time, had remained virtually stationary in Japan. For centuries there had been no trained teachers, nor were they subject to examinations. Anyone who saw fit might open a school, and gather round him such children as he could find in the neighborhood. These institutions were supported either by feudal lords or through private initiative. The branches taught were exceedingly rudimentary and few, the principal being reading, writing, elementary local geography, the simplest operations of arithmetic, and obedience to the laws of civilization and morality.

Thus matters had remained for hundreds of years, when, in 1868, Japan, for the first time, permitted the entrance of modern ideas. Since then, in thirty-six years, or little more than a single generation, her educational system has been completely revolutionized, and today the great mass of her people stand among the most

*Compiled from *La Instrucción Primaria*, of Havana, Cuba, issue of December 10, 1904.

Reproduced from the *Kindergarten Review*.

civilized and enlightened of the world. She now possesses two great universities, the University of Tokio, founded in 1878, with a faculty and teaching corps of 219 professors, seventeen of these being foreigners; and the University of Kioto, established in 1897, which, after the lapse of seven years, is making encouraging progress, and had, in 1901, forty-eight professors and 204 students. Both the University of Tokio, with its 3,539 students, and the younger institution of Kioto, compare most favorably with the most celebrated universities of Europe and America.

The extraordinary successes of Japan in her present war are largely due to the excellent special naval, military, and technical institutions she maintains. No less attention is paid to commercial and agricultural schools, which, in no small measure, have contributed to her prosperity. In music and the arts, she shows a determination to keep abreast with the most advanced nations. In 1879, a special commission made a careful comparison of the traditional music of Japan and that of foreign countries. As a result of this examination, it was decided to preserve for the public and private schools of Japan the best of her native melodies, but to ingraft upon them songs from foreign sources. In 1887, the school of music, now called the Conservatory of Tokio, was founded. In 1897, it had a force of thirty-eight instructors, two of these from abroad, and 215 students. Its object is to serve as a normal school for the training of teachers and artists. The first year is devoted to a preparatory course, and is followed by another of two years for those who aspire to become music teachers. For such as desire to acquire special proficiency as artists and professionals, there is a severe course of five years.

The Academy of Arts, although as recently founded as the Conservatory of Music, has already attained a very high reputation. The course of study includes drawing, painting, sculpture, architecture, and industrial art. In 1899, there were 309 art students and forty-six instructors. In Kioto, there is a municipal school of arts, but it is much less patronized.

The foregoing achievements are extremely creditable, but the chief glory of Japan is the painstaking devotion she pays to disseminating universal education among the masses. Out of a school population of 7,695,554 children of school age, 4,301,483 or 56 per cent. attended public and private schools in 1899. Although merely nominal fees are charged, the far-sighted statesmen of the Island Empire are seriously considering the question of establishing an absolutely free system of public schools, similar to that of the United States, as the poorest classes find themselves completely deprived of educational opportunities. Many a poor Japanese

family, however, overcomes these obstacles by paying in produce or personal labor for the education of its children.

Primary and grammar schools in Japan are known as fiscal, municipal, and rural, according to the authority on which they depend, and there are, moreover, a number of excellent private institutions. Every city or rural commune is compelled by law to establish a sufficient number of public schools so that all children from six to fourteen may receive instruction, and to maintain them properly, as the pupils pay only a small fee. All these establishments are subject to regulations emanating from the central Ministry of Public Instruction. The local prefects prepare and submit to the Ministry rules for the schools of their respective districts, and it is also their duty to supervise the erection of new public schools. Educational inspectors maintain a rigid supervision over all public schools. Each city has a school committee, a fourth part of whose members must be teachers. The local prefect appoints a director or superintendent of public schools from among the teachers of the district.

Primary schools are, according to the plan of instruction, of two kinds, common or superior, although both courses may be carried on in a single school. Each course extends over four years. The plan of instruction of a common school includes the following: Moral precepts, reading, writing, composition, arithmetic, and gymnastics, to which may be added geography and history of Japan, drawing, singing, manual training, and, for girls, sewing. In the elementary superior school, there is also added physical geography and the geography of foreign countries. Foreign languages, commercial methods, and agriculture are also admitted. For the last named branch, suitable grounds for practical experiments are placed at the disposal of the schools.

Sometimes, a kindergarten for children of from three to six years is annexed to an elementary school. There exists, moreover, a state or normal kindergarten for the training of teachers in this special study, besides 172 public and fifty-six private institutions of the same nature. These children's gardens are a notable aid to primary schools, as they take care of the little tots until they are old enough to enter a regular school.

A good beginning has been made to provide for the defective classes of Japan. There are several educational establishments for the deaf-mute and blind, where the pupils, besides acquiring elementary knowledge, can learn some trade or profession which may some day enable them to earn their living. The blind learn music and massage, the deaf-mutes, drawing, wood-carving, and artistic carpentry. In the year 1899, there were nine of these institutions

in Japan: one, a state establishment, in Tokio, another, a public institution in Kioto, while five of them are private schools. This number is by no means sufficient to extend to all these unfortunate beings the benefits of instruction, for, in the above mentioned year, there were among Japanese children of school age, 4,120 blind, 5,003 deaf-mutes, and eight blind-mutes; out of all these 9,131 children, only 456 received instruction. To meet the crying demand, new establishments are being planned.

In order to create a proper teaching force for the public schools, the central authorities established, in 1872, a number of teachers' seminaries, but, as these could not begin to meet the demands of the entire country, the various districts set about founding others on their own account, and, with such success, that the Japanese government suppressed its own institutions with the exception of two, these being for men and women teachers in Tokio, and designed to serve as a pattern for all others. Since that time, the districts are intrusted with the duty of maintaining and providing teachers' seminaries.

These normal schools are divided into what are known as common and superior seminaries. Of the last named, there are only two, situated in Tokio, which are directly dependent on the Ministry of Public Instruction, and in which teachers and principals for the common seminaries are trained. As regards the latter institutions, there were in Japan, in 1899, forty-nine, with 9,009 male and 1,165 female students. Instruction is free, but the government exacts of the men ten years of active teaching in schools, and of the women, five years.

The age of admission to the seminaries is fifteen years for women and sixteen for men. Those who have not attended any preparatory institution must undergo an examination, and be placed on probation for four months; at the end of that time, they may be dismissed if they are plainly unqualified to become teachers. During the four years' course of study, every student is severely grounded in morality, pedagogy, Japanese, classical Chinese, general history, mathematics, physics, chemistry, natural history, writing, drawing, gymnastics, and music. In some seminaries, there are classes of foreign languages, commercial science, agriculture, and manual training. For the women students, the course lasts three years, and is identical with that prescribed for men. Generally, the young of both sexes attend the same seminary.

After he has completed all the prescribed studies, the student of the seminary takes an examination before the school board of the district, and, as there are always a scarcity of teachers, he soon secures a position. Although he may not earn much of this world's goods, he at least has enough to live on, and a well-arranged pen-

sion system takes care of him in his old age, and provides for his family after his death.—Frederic M. Noa.

* * *

BOOKS RECEIVED

- Psychology.* By James R. Angell. New York: Henry Holt & Co.
- Grammaire Francaise.* Par J. H. Worman, Ph. D. New York: The American Book Co.
- Essentials of Latin.* By Henry C. Pearson. New York: The American Book Co.
- Half Hours With the Lower Animals.* By Charles F. Holder. New York: The American Book Co.
- The Fairy Reader,* adapted from Grimm and Anderson. By James Baldwin. New York: The American Book Co.
- How to Write.* By Charles S. Baldwin, Ph. D. New York: The Macmillan Co.
- Seven Lamps For the Teachers Way.* By Frank A. Hill, Litt. D. Boston: Ginn & Co.
- The Child's David Copperfield and Oliver Twist.* By Annie D. Severance. New York: The American Book Co.
- Economy in Education.* By Ruric H. Roark, Ph. D. New York: The American Book Co.
- History and Government of the United States For Evening Schools.* By William E. Chancellor. New York: The American Book Co.
- Elementary Arithmetic.* By J. W. McClymonds and D. R. Jones. New York: The American Book Co.
- The Trend in Higher Education.* By William R. Harper. Chicago: The University of Chicago Press.
- The President's Report 1902-1904.* Chicago: The University of Chicago Press.
- The Place of Industries in Elementary Education.* By Katharine E. Dopp. Chicago: The University of Chicago Press.
- Carlyle's Heroes and Hero Worship.* [Pocket Classics Series.] New York: The Macmillan Co.
- Annual Report of the U. S. Commissioners of Education for the year 1903.* Washington: The Government Printing Office.

Powers' Graded Speller

Spelling has been neglected to some extent due to the fact that the text-books on the subject were not well graded, and the list of words presented were not as practical as they should be. Spelling is not a lost art, but it is frequently a neglected one. Here is a book that presents a list of words properly graded and selected. It is a sane book. The cover, clear type and convenient shape will prejudice the casual observer in its favor. The contents, however, make good, and Miss Power and the publishers seem to have combined to make a usable and likable book upon the the difficult subject of spelling.

The following are noticed as special points of excellence:

The lessons beginning with the first grade are selected to cover the child's vocabulary, including the new words that are in daily use in the school room.

Spelling is the central idea of the book.

The following special points of excellence may be claimed for these lessons:

Careful grading of lessons.

Selection of words used in the different text-books, and the average vocabulary.

The arrangement of words according to vowel and consonant sounds.

Word building.

The group idea of words in reference to like subjects as in Lesson 16, page 4.

The review of different words at the end of each grade.

The dividing of words into syllables.

Homonyms with illustrations at the end of each grade.

Appropriate graded abbreviations.

Short lessons on French, Latin and Spanish words and phrases.

Practical examples in the forming of plurals.

It is a usable book. Its essential aim is to use the minimum of time of pupil and teacher, and bring out the maximum of practical results.

Miss Alice Rose Power the author of the Speller is an experienced teacher in the Edison School, San Francisco. She compiled a very successful book entitled "Poems for Memorizing," which has had a remarkably large sale. The text-book in spelling represents material that she has worked out in her class room. Supt. W. H. Langdon, of San Francisco, has requested permission to use certain lists of words from the Speller in the new course of study.

The publishers are the J. B. Lippincott Company, Washington Square, Philadelphia, Pa.

Copies of the book may be had for examination by addressing the publishers.

Official Department

STATE BOARD OF EDUCATION

GEORGE C. PARDEE, <i>President of the Board</i>	Governor, Sacramento
MORRIS ELMER DAILEY.....	President State Normal School, San Jose
J. F. MILLSPAUGH.....	President State Normal School, Los Angeles
C. C. VAN LIEW.....	President State Normal School, Chico
BENJAMIN IDE WHEELER.....	President University of California, Berkeley
ELMER E. BROWN.....	Prof. of Theory and Practice of Education, University of Cal.
SAMUEL T. BLACK.....	President State Normal School, San Diego
FREDERIC L. BURK.....	President State Normal School, San Francisco
THOMAS J. KIRK, <i>Sec. of Board</i>	Superintendent Public Instruction, Sacramento

State Board of Education Meeting

Sacramento, Cal., June 3, 1905.

A meeting of the State Board of Education, pursuant to the call of the Secretary, was held this day at the office of the Superintendent of Public Instruction at the State Capitol.

The meeting was called to order at ten o'clock A. M. by Acting Governor Alden Anderson.

On roll call the following named members were present: Alden Anderson, Acting Governor of California, President of the Board; Morris E. Dailey, President of State Normal School, San Jose; J. F. Millspaugh, President of State Normal School, Los Angeles; C. C. Van Liew, President of State Normal School, Chico; Samuel T. Black, President of State Normal School, San Diego; Frederic L. Burk, President of State Normal School, San Francisco; Thomas J. Kirk, Superintendent of Public Instruction and Ex-Officio Secretary of the Board.

The following named members were absent: Benjamin Ide Wheeler, President of State University; Elmer E. Brown, Professor of Pedagogy at State University.

After the roll call, Acting Governor Anderson retired, and on motion President Black was chosen Chairman pro tem.

The minutes of the meeting held on April 12, 1905, were read and approved.

The Secretary read the following list of applications received for High School Credentials since the last meeting of the Board and by him referred to the Committee on High School Credentials for consideration, in accordance with the rules of this Board:

Josephine Gilmore, Wells, Minn.; Jesse E. Retherford, Ogden, Utah; Frances Perl Bemis, Estherville, Iowa; Bertha Carter, Plainville, Ind.; Francis A. Hamlin, Yuba City, Cal.; Hattie L. Middaugh, Gunnison, Colo.;

Homer Price Earle, Baltimore, Md.; Alice Evelyn Craig, Portland, Ore.; Cleo Marion Baldwin, San Francisco, Cal.; Laura Gilber, St. Peter, Minn.; Harriet G. Eddy, Helena, Mont.; Elizabeth Young, Detroit, Mich.; Sheldon F. Ball, Toledo, Ohio; Henry Clinton Emm, Brookings, S. D.; Chas. I. Hays, Denver, Colo.; Lola C. Owens, Bloomington, Ind.; Helen Johnson, Tarrytown, N. Y.; Mary Haines Crombie, Indiana, Pa.; Juliette Pierce, Deer Lodge, Mont.; Mabel E. Stowe, Mills College, Cal.; Lydia Blanchard, San Francisco, Cal.; Howard Clark Hoyt, Hyde Park, Mass.; Mrs. Manning M. McIntire, Lakeport, Cal.; Lulu B. Finley, Santa Ana, Cal.; William W. Parker, Tacoma, Wash.; Howard Leroy Boyd, Los Angeles, Cal.; Nathaniel L. Gardner, Berkeley, Cal.; Mrs. Sara H. Van Dusen, Chicago, Ill.; Martin A. Centner, Berkeley, Cal.; Mrs. Lusanna M. Clary, San Francisco, Cal.; Mrs. Adele Pirk, San Mateo, Cal.; John Wilson Nevius, Los Angeles, Cal.; Howard Sheperd Paine, Charles City, Iowa; Elsa Zimmerman, Los Angeles, Cal.; Millicent M. Cuplin, Prescott, Ariz.; Lenore Frances O'Connor, Berkeley, Cal.; Rose F. Hoenig, Centerville, Cal.; Aaron Turner, San Francisco, Cal.; Thomas F. Campbell, San Jose, Cal.; Robert B. Payne, Tercio, Colo.; Joseph F. Nelson, Berkeley, Cal.; Olive E. Clark, Merced, Cal.; Lucia M. Toothaker, Visalia, Cal.; Hugh Horatio Vandergrift, Rochester, Indiana; Esther Fidelia Dodge, Long Prairie, Minn.

The Secretary also announced that applications for accrediting had been received from the following State Normal Schools and referred by him to the Committee on the Accrediting of State Normal Schools:

- Kansas State Normal School, at Emporia.
- Maine State Normal School at Farmington.
- North Carolina State Normal and Industrial College at Greensboro.
- Utah State Normal School at Salt Lake City.
- Vermont State Normal School at Johnson.

Also, that applications for accrediting had been received from the following named kindergarten training schools, and that they had been referred to the proper committee for consideration:

Kindergarten Department of the New York State Normal School at Oswego; and

Stout Training School for Kindergarten Teachers, at Menomonie, Wisconsin.

On motion, the action of the Secretary in referring these matters to the proper committee was approved.

President Dailey moved that Dr. C. C. Van Liew, of the State Normal School at Chico, be made a member of the State Text-Book Committee until such time as Dr. Brown is able to resume his duties as a member of such committee. The motion was seconded, and on roll call carried by the following vote:

Ayes: Dailey, Millspaugh, Black, Burk, Kirk.

Noes: Van Liew.

Dr. Burk, for the Committee on High School Credentials, read the report of that committee, which, on motion, was adopted. The report is as follows:

Sacramento, Cal., June 3, 1905.

TO THE STATE BOARD OF EDUCATION:

Gentlemen:—

Your Committee on High School Credentials have examined all applications submitted to them for the Special High School Credentials and beg to submit the following recommendations:

That the applications of the following persons be granted:

May Paulding Barnett, Stanford University, Cal.; Lydia Blanchard, San Francisco, Cal.; Lusanna M. Clary, San Francisco, Cal.; Marion Chidester, Fortuna, Cal.; Minnie Caroline Clark, Los Angeles, Cal.; Martin Anthony Centner, Berkeley, Cal.; Homer Price Earle, South Pasadena, Cal.; Lulu B. Finley, Santa Ana, Cal.; Nathaniel Lyon Gardner, Berkeley, Cal.; Francis Allan Hamlin, Yuba City, Cal.; W. L. Morrison, Elsinore, Cal.; John Wilson Nevius, Los Angeles, Cal.; Lenore Frances O'Connor, Berkeley, Cal.; Harry Presley Reynolds, Los Angeles, Cal.; Leon Henri Roger, San Francisco, Cal.; Mabel Elizabeth Stowe, Mills College, Cal.; Aaron Turner, San Francisco, Cal.; Alfred Mundy Wilson, Oakland, Cal.; W. A. Schwindt, Los Angeles, Cal.

That action in the applications of the following named persons be deferred:

Miss Alice M. Dowd, Claremont, Calif.; Miss Lola C. Owens, Bloomington, Ill.

That the following non-residents be informed that they will receive the Special High School Credentials when they become residents of California:

Sheldon Franklin Ball, Toledo, Ohio; Wesley B. Black, Brownstown, Ind.; William Henry Campbell, Chicago, Ill.; Millicent Mary Cuplin, Prescott, Ariz.; Charles Irving Hays, Denver, Colo.; Howard Clark Hoyt, Hyde Park, Mass.; Lillian Lewis, Eugene, Ore.; William Walter Parker, Tacoma, Wash.; Jesse E. Retherford, Ogden, Utah.

We recommend that Miss Elizabeth Young, of Detroit, Michigan be referred to any of our County Boards of Education for high school certification under the provision of Rule 1 of this Board.

Respectfully submitted,
(Signed)

FREDERIC BURK,
THOMAS J. KIRK,
J. F. MILLSPAUGH,
M. E. DAILEY,

Committee.

The following, offered by Dr. Burk in reference to applications for High School Credentials, was adopted by unanimous vote of the Board:

Resolved, That the State Board of Education, acting under the opinion of the Attorney General, hereby gives notice that from and after this date it will not consider applications for

Special High School Credentials from persons who, at the time of making application, are not within the State of California.

President Dailey read the following report of the Committee on the accrediting of Normal Schools, Life Diplomas and Certificates of other States, which report was, on motion, adopted:

TO THE STATE BOARD OF EDUCATION.

Gentlemen:—

Your Committee on the Accrediting of Normal Schools and Life Diplomas and Certificates of other States begs leave to submit the following report:

We recommend that the following Normal Schools be accredited:

Kansas State Normal School at Emporia, Kansas.

Maine State Normal School at Farmington, Maine.

North Carolina State Normal and Industrial College, Greensboro, N. C.

Utah State Normal School, Salt Lake City, Utah.

We recommend that the Vermont State Normal School at Johnson, Vt., be not accredited.

We further recommend that the Arizona Life Diploma be accredited, and that the Kansas Life Diploma, heretofore accredited, be taken from the list of accredited documents, as it does not represent experience and scholarship equivalent to that required for the California Life Diploma.

We further recommend that the rule in reference to the certification of graduates of accredited Normal Schools, adopted by the State Board of Education at its meeting held on April 12, 1905, be effective on and after July 1, 1906.

Respectfully submitted,

(Signed)

M. E. DAILEY,
S. T. BLACK,
F. BURK,
THOMAS J. KIRK,
Committee.

On motion of President Daily, the Board voted to accredit Normal Schools, Life Diplomas and Certificates of other States and Kindergarten Training Schools but once in each year, and that at the meeting which is held nearest to March 1st.

Dr. Van Liew, for the Committee on Kindergarten Training Schools, submitted the following report, which was, on motion, adopted:

TO THE HONORABLE STATE BOARD OF EDUCATION:

Gentlemen:—

Your Committee on the Accrediting of Kindergarten Training Schools submits the following report:

We have received applications for accrediting from the Stout Training School for Kindergarten Teachers of Menomonie, Wisconsin, and from the Kindergarten Training Department of the State Normal School, Oswego, New York.

We recommend that these Kindergarten Training Schools be accredited.

(Signed)

C. C. VAN LIEW,
J. F. MILLSAUGH.

Committee.

The report of the Committee on California Life Diplomas and Documents was read by Dr. Van Liew, and on motion the same was adopted. The report is as follows:

June 3, 1905.

TO THE STATE BOARD OF EDUCATION:

Gentlemen:—

Your Committee on Life Diplomas and Documents have examined the credentials of the following named applicants for Life Diplomas and other State Documents as indicated below and find that they have complied with all the provisions of the Political Code governing the issuance of said Diplomas and Documents.

We therefore recommend that they be granted Diplomas and Documents as indicated.

(Signed)

SAMUEL T. BLACK,
M. E. DAILEY,
C. C. VAN LIEW,
THOMAS J. KIRK,

Committee.

HIGH SCHOOL LIFE DIPLOMAS.

Edgar Thomas Boughn, Riverside; Florence Cushman, Sacramento; Harlan C. Smith, Fresno; Alice Belle Williston, Santa Clara; C. T. Wright, San Bernardino.

GRAMMAR SCHOOL LIFE DIPLOMAS.

Hattie W. Adams, Fresno; Alice M. Applegarth, Fresno; Edna A. Babcock, Fresno; Mary J. Barieau, Fresno; Bonnie E. Berdrow, Santa Clara; Gertrude F. Best, Riverside; Sallie Blanchard, Santa Clara; Ida Boulware, Fresno; Lula Brooks, San Bernardino; Mrs. Lizzie L. Torpey, Burns, Sonoma; Florence J. Chubb, Kern; Lelia E. Clark, Santa Clara; Alfred E. Clark, Placer; Frances S. Cooper, Alameda; Margaret Collins, Butte; Katherine M. Curran, Fresno; Ida Mary Dawe, Ventura; M. Lillian Downs, Kern; Carolyn B. Dunbar, Sonoma; Grace Danforth, Sacramento; A. G. Elmore, Stanislaus; Nellie Falkinburg, San Benito; Jennie G. Garard, Kern; Mignonette Campbell Grant, Nevada; Catherine L. Gray, Ventura; Blanche M. Hammond, Fresno; Elsie Tade Hawson, Fresno; Margaret Hennessy, San Joaquin; Mrs. Lillie Hitchings, Nevada; Laura M. Hole, Fresno; Mary J. Hubler, San Benito; Isabel Hurd, Fresno; Kate Hurd, Placer; Susie C. Johnson, Alameda; Etta Kelting, San Mateo; Katherine

Lacy, Riverside; Isabelle Gertrude Mansfield, Butte; May R. McCardle, Fresno; Margaret H. McDonald, Alameda; Cornelia M. Miller, Mono; Agnes G. Miller, Fresno; Marie Estelle Mitchell, Merced; Mary M. Norris, San Bernardino; Matilda Prusch, Santa Clara; Hattie Rowe, Nevada; Mrs. Rose D. Ruff, Butte; L. B. Ruch, Alameda; Daisy E. Swerdfeger, Orange; Grace Schorr, Butte; Laura Supervielle, Tuolumne; Margaret Mabel Thornton, Merced; Elizabeth Toohig, Alameda; Chas. H. Traber, Fresno; Mrs. Mae Turner, San Joaquin; Elizabeth Beatrice White, San Francisco; Ida Wilkinson, San Bernardino; Heloise J. Winchester, Placer; Maria A. Witmer, San Bernardino; Virginia M. Wright, Fresno; Wm. C. Wallace, Fresno.

UNIVERSITY DOCUMENTS.

Fred J. Armstrong (Stanford), Fresno; Amelia Ynez Coeke (U. C.), Fresno; Florence Cushman (Stanford), Sacramento; Helen Mary Grace (U. C.), San Francisco; S. Maud Maddern (U. C.), Alameda; Flora E. Mitchell (U. C.), Alameda; Eleanor K. Welges (Stanford), Yolo; Lucy Ora Connell (Stanford), Orange.

NORMAL DOCUMENTS.

Emma Blanchard, San Jose; T. B. Crowder, Chico; Louise M. Caldwell, San Jose; Elizabeth S. Carpenter, Genesee, N. Y.; Mary A. B. Fablinger, San Jose; Gertrude M. Ford, San Jose; Maud Marion Forbes, San Jose; Jessie M. Nichols, San Jose; Belle V. Pyle, San Jose; Catherine C. E. Reardon, San Jose; Gertrude Steele Sessions, San Jose.

SPECIAL LIFE DIPLOMA.

Mrs. Florence D. Jackson (Drawing), Alameda.

DUPLICATE LIFE DIPLOMA.

Virgil A. Davis. (Date of original diploma, June 13, 1896.) Mrs. Margaret L. Wise, Butte. (Date of original diploma, Dec. 27, 1893.)

NEW ISSUE LIFE DIPLOMA.

Selima Dunstone Binet. (Date of original diploma, January 13, 1892.)

President Burk for the Committee on High School Text-Books submitted the following report which was on motion adopted.*

Sacramento, Cal., June 3, 1905.

TO THE STATE BOARD OF EDUCATION:

Gentlemen:—

Your Committee on High School Text-Books begs to submit herewith its recommendation of texts for use in the high schools in this State. The list submitted contains the books adopted up to and including the

*This report is practically the same as printed in WESTERN JOURNAL OF EDUCATION in July, 1904.

June meeting, 1904, and also those which we have deemed worthy of being added this year.

Respectfully submitted,

(Signed)

F. BURK,
C. C. VAN LIEW,
T. J. KIRK,
Committee.

The Board then resolved itself into a Committee of the Whole to consider the plan for holding examinations for the Special High School Credential. It was decided that such examinations should be held at Chico, Berkeley and Los Angeles, beginning on the first Monday in March of each year, but it was left to the Committee to perfect details of the plan.

The report of the State Text-Book Committee was read by Superintendent Kirk. It is as follows:

STATE TEXT-BOOK COMMITTEE.

Sacramento, Cal., May 29, 1905.

TO THE HONORABLE STATE BOARD OF EDUCATION, SACRAMENTO, CAL:

Gentlemen:—

In pursuance of the provisions of Section 1874 of the Political Code of the State of California, we, the State Text-Book Committee, beg to submit this our report of our actions covering the period since the date of our last report, to-wit: January 19, 1905.

At a meeting of the Committee held on February 21, 1905, the State Printer was authorized to print and bind State school text-books as follows:

- 75,000 copies of The Children's Primer (Authorization No. 22)
- 75,000 copies of The Children's First Reader (Authorization No. 23)
- 50,000 copies of The Children's Second Reader (Authorization No. 24)
- 50,000 copies of The Children's Third Reader (Authorization No. 25)
- 50,000 copies of The Children's Fourth Reader (Authorization No. 26)

The State Printer has been authorized by this Committee to make such disposition of the State text-books now on hand and no longer in use by the schools of the State (except the Third Reader, old series), as in his judgment may seem best, and most advantageous to the State; provided, however, that 50 copies of each of said text-books shall be reserved for disposition by the State Board of Education.

The following concerning the matter of making public the names of special readers, has been adopted:

“Resolved, That inasmuch as readers of text-books in grammar and physiology have already been appointed with the understanding that their names should not be given out to the public until their reports are in, and such readers have their work already far advanced or completed, it is inadvisable that in this instance any change should be made in accordance with which the names of readers have been kept secret. The Committee, however, regards it as desirable, in view of the improved regulations which have been adopted relative to representatives of publishing houses and the readers appointed by this Committee, that the names of readers who may hereafter be appointed should be given to the public when such appointment has been made and accepted.”

Concerning the request for certain Japanese for permission to translate the new series of State Readers into the Japanese language, which request was referred to this Committee by the State Board of Education at its meeting held on April 12, 1905, your Committee after consideration of the same decided that under the terms of the contract with the owners of the copyright matter used in said State Readers, it had no authority to grant same, and therefore instructed its Secretary to notify those making such request accordingly.

At the meeting of the Committee held this day the following reports were received from the Superintendent of State Printing relative to the cost of manufacturing 10,000 copies each of the Children’s Primer and the Children’s Second Reader:

May 29, 1905.

TO THE STATE TEXT-BOOK COMMITTEE:

Following is the cost of 10,000 copies of Children’s Primer:

Paper, Inks, Rollers, Oils.....	\$413.10
Presswork	92.30
Labor in Bindery—Women.....	\$199.50
Men	424.40..... 623.90
Cloth, Boards and other Bindery Stock.....	340.40
	<hr/>
	\$1,469.70

Cost per book, 14.7

Weight of Primer, wrapped for mailing, 9 ounces; postage, .05.

Respectfully yours,

(Signed)

W. W. SHANNON,
Superintendent of State Printing.

May 29, 1905.

TO THE STATE TEXT-BOOK COMMITTEE:

Following is the cost of 10,000 copies Children's Second Reader:

Paper, Ink, Rollers, Oils.....	\$ 558.32
Presswork	108.79
Labor in Bindery—Women.....	\$257.40
Men	856.68..... 1,114.08
Cloth, Boards and other Bindery Stock.....	263.53
	<hr/>
	\$2,044.72

Weight per book, wrapped for mailing 13 ounces, postage .07.

Cost per book, .205 cents.

Respectfully yours,

(Signed)

W. W. SHANNON,

Superintendent of State Printing.

These reports were received and the work of the State Printer in manufacturing said books approved, and on motion the Committee formally adopted the Children's Primer and the Children's Second Reader as books of the State school series and prescribed their use in the public schools of the State, in accordance with law; all subject to your approval.

Demands against the several funds under the Committee's control have been approved, allowed and ordered paid at sundry meetings, as will more fully appear by reference to its record book. The balance in each of said funds at this date is as follows:

State School Book Fund.....	\$17,317.63
State Text-Book Appropriation.....	17,612.17
Text-Book Royalty Fund.....	1,208.22

Your Committee has adopted, subject to the approval of the State Board of Education, certain books as supplementary to books of the State series in the subjects of History, Geography, Arithmetic and Reading, and with this report is submitted a list of the books so selected.

HISTORY

How the United States Became a Nation—Fiske	Stories From Life—Marden
Greater America	The Spanish in the Southwest—Winterburn
Little Folks of Many Lands—Chance	Discoverers and Explorers—Shaw
Short Stories From American History—Blaisdell & Ball	The True Citizen—Markwick
An Elementary American History—Montgomery	Stories of Great Americans for Little Americans—Eggleston
The Louisiana Purchase—Hitchcock	Stories of American Life and Adventure—Eggleston
Washington, A National Epic—Runk	Historical and Biographical Narratives—Wallach
Our Country in Poem and Prose—Persons	Self Help—Smiles
	Ashley's Government and The Citizen

ARITHMETIC

Hall's Complete Arithmetic
 Walsh's Grammar School Arithmetic
 Cook & Cropsey's Advanced Arithmetic
 Sensening & Anderson's Essentials of Arithmetic
 McClellan & Ames' Grammar Grade Arithmetic
 Rational Grammar School Arithmetic (S. F. & Co.)

Brown's Graded School Arithmetic, Book II. (W. & R. Co.)
 Werner's Books II. and III.
 Milne's Standard Arithmetic
 Wentworth's Practical Arithmetic
 Smith's Advanced Arithmetic (Ginn)
 Lippincott's Practical Arithmetic

READING

The Sprague Classic Readers
 The Jones Readers
 The Hiawatha Primer
 Literary Masterpieces of American Literature
 The Wide-Awake Primer
 The Child Life Series
 Lights to Literature Readers
 The Cyr Art Readers
 Stories of El Dorado
 The Fifth Book of the Cyr Six-Book Series of Readers
 The New McGuffey Readers
 The Taylor School Readers
 Williams' Choice Literature
 Progressive Course in Reading
 Stories of Animal Life—Holder
 Short Stories of Our Shy Neighbors—Kelly
 Some Useful Animals—Montieth
 Animals At Home—Bartlett
 Our Birds and Their Nestlings—Walker
 Ten Common Trees—Stokes
 Stories of Humble Friends—Pyle
 Outdoor Studies—Needham
 Plants and Their Children—Dana
 A Boy On a Farm—Abbott
 Stories of Country Life—Bradish
 True Fairy Stories—Bakewell
 Stories For Children—Lane
 Little Stories For Little People—McCullough
 The Children's First Story Book—Wood
 Child Literature—Simms
 Prose and Verse For Children—Pyle
 Fairy Stories and Fables—Baldwin

Stories From Arabian Knights—Clarke
 Reynard the Fox—Smythe
 Stories of Great Artists—Horne and Scobey
 Homeric Stories—Hall
 Story of Ulysses—Clarke
 Old Norse Stories—Bradish
 Story of Aeneas—Clarke
 Story of Caesar—Clarke
 Story of Troy—Clarke
 Stories of Ancient Peoples—Arnold
 Stories of Old France—Pitman
 Step By Step—Peabody
 The Blodgett Primer
 The Blodgett First Reader
 The Cyr Dramatic Reader
 The Art-Literature Readers—Grover
 The Folk-Lore Readers—Grover
 The Sprague Primer and First Reader
 The Holton Primer
 The Sunbonnet Babies' Primer—Grover
 The Outdoor Primer—Grover
 A Child's Garden of Verses—Stevenson
 Japanese Fairy Tales—Williston
 Stories of Mother Goose Village—Bigham
 The Overall Boys—Grover
 The Early Cave-Men—Dopp
 The Tree Dwellers—Dopp
 Eskimo Stories—Smith
 Bird Life Stories, Book One—Weed
 Child Stories From the Masters—Menefee
 Norse Stories—Bates
 Autobiography of Butterfly—Daulton

Wings and Stings—Daulton
 Viking Tales—Hall
 Classic Mythe—Judd
 Four Old Greeks—Hall
 King Arthur and His Knights—
 Radford
 Achilles and Hector—Gale
 Folk Tales From the Russian—
 Blumenthal

Literary Reading—Curry
 The Basket Woman—Austin
 Famous Men of Greece—Haaren
 and Poland
 Famous Men of the Middle Ages
 —Haaren and Poland
 Famous Men of Rome—Haaren
 and Poland

Also, "Any suitable books already on the supplementary Geography or History list may be used as supplementary readers, as may also single masterpieces of American and English Literature."

GEOGRAPHY—

Carpenter's Geographical Readers
 North America
 South America
 Europe
 Asia
 Australia

Alice's Visit to the Hawaiian
 Islands—Krout
 Two Girls in China—Krout
 Big People and Little People of
 Other Lands—Shaw
 Five Little Strangers—Schwartz
 The First Book of Farming—
 Goodrich

Your Committee is advised by the Superintendent of State Printing that there will be no change in the cost of manufacture of any of the present series of State school text-books for the ensuing school year.

All of which is respectfully submitted for your consideration and approval.

STATE TEXT-BOOK COMMITTEE,

(Signed)

GEO. C. PARDEE.

Governor of the State of California.

THOS. J. KIRK,

State Superintendent of Public Instruction.

Professor of Pedagogy in the University of California.

On roll call the work of the Committee was approved and the report adopted by the following vote:

Ayes: Dailey, Millsbaugh, Van Liew, Black, Burk and Kirk.

Noes: None.

Superintendent Kirk then offered the following resolution, which on roll call was adopted by the following vote:

"Resolved, That the action of the State Text-Book Committee in publishing the Children's Primer be approved, ratified and confirmed; that said book be accepted, approved and adopted by the State Board of Education as a book of the State series for use in the Primary Grades in the public schools; that the cost price of such book be fixed at twenty cents in Sacramento, the same being 14.7 cents for printing, binding, publishing, etc., and 4.8 cents for royalty for use of the plates thereof, as provided in the contract heretofore approved by this Board; and

that the price of such book by retail dealers to pupils and by mail from Sacramento be twenty-five cents a copy."

Ayes: Dailey, Millspaugh, Van Liew, Black, Burk and Kirk.

Noes: None.

Superintendent Kirk also offered the following resolution, which upon roll call was adopted by the following vote:

"Resolved, That the action of the State Text-Book Committee in publishing the Children's Second Reader be approved, ratified and confirmed; that said book be accepted, approved and adopted by the State Board of Education as a book of the State Series for use in the Primary Grades of the public schools; that the cost of such books be fixed at 28 cents at Sacramento, the same being 20.5 cents for printing, binding, publishing, etc., and 7.2 cents for royalty for use of the plates thereof, as provided in the contract heretofore approved by this Board; and that the price of such book by retail dealers to pupils and by mail from Sacramento be 35 cents a copy."

Ayes: Dailey, Millspaugh, Van Liew, Black, Burk and Kirk.

Noes: None.

On motion, the prices of State Text-Books for the ensuing school year were fixed as follows:

PRICES OF STATE TEXT-BOOKS.

NAME OF BOOK	Cost Price at Sacramento	By Mail.	Postage per Book.	Price to Pupils from Retail Dealers
Primer (new)	20 cents.	5 cents.	25 cents.	25 cents.
Second Reader (new)	28 cents.	7 cents.	35 cents.	35 cents.
Revised First Reader	16 cents.	20 cents.	4 cents.	20 cents.
Revised Third Reader	44 cents.	51 cents.	7 cents.	50 cents.
Revised Fourth Reader	53 cents.	60 cents.	7 cents.	60 cents.
Speller	19 cents.	25 cents.	6 cents.	25 cents.
Grammar School Arithmetic	50 cents.	60 cents.	10 cents.	60 cents.
Lessons in Language	25 cents.	30 cents.	5 cents.	30 cents.
Revised English Grammar	47 cents.	55 cents.	8 cents.	55 cents.
Introductory History	45 cents.	55 cents.	10 cents.	55 cents.
Grammar School History	81 cents.	95 cents.	14 cents.	95 cents.
Introductory Geography	55 cents.	64 cents.	9 cents.	64 cents.
Grammar School Geography	98 cents.	\$1.20	22 cents.	\$1.20
Physiology	50 cents.	58 cents.	8 cents.	60 cents.
Civil Government	46 cents.	54 cents.	8 cents.	55 cents.
First Reader (old series)	15 cents.	20 cents.	5 cents.	20 cents.
Second Reader (old series)	33 cents.	41 cents.	8 cents.	40 cents.
Third Reader (old series)	40 cents.	52 cents.	12 cents.	55 cents.
English Grammar (old series)	42 cents.	50 cents.	8 cents.	50 cents.
U. S. History (old series)	50 cents.	62 cents.	12 cents.	65 cents.
Elementary Geography (old series)	50 cents.	60 cents.	10 cents.	60 cents.
Advanced Geography (old series)	\$1.02	\$1.20	18 cents.	\$1.20

Dr. Burk moved that if the law permits the sale of any of the sup-
planted books of the State Series at prices less than the cost of manu-
facture, that the prices of such books be fixed at one-half their cost. On
roll call this motion was adopted by the following vote:

Ayes: Dailey, Millspaugh, Van Liew, Black, Burk and Kirk.
Noes: None.

In this connection, the Secretary of the Board was directed to com-
municate with the Attorney General and the State Board of Examiners
in reference to the legality of such proceedings.

On motion of Dr. Van Liew, the Board directed its Secretary to ob-
tain from each of the accredited Normal Schools a copy of the wording of
all diplomas which they issue, and that copies of accredited diplomas be
prepared and sent to the County Boards of Education of the State for their
guidance in the granting of certificates.

At 11:45 A. M., recess was declared until 1:30 P. M., in order to per-
mit the committees to formulate sundry reports.

Afternoon Session: The Board reconvened at 1:30 P. M., with the
same members present as at the morning session.

On motion, the Board directed that the following invitation be ex-
tended to the National Educational Association to hold the session of 1906
in the City of San Francisco:

“To the Officers and Members of the National Educational Asso-
ciation:

The State Board of Education of California extends to you a
cordial invitation to hold the session of 1906 in the City of San
Francisco, and pledges the earnest efforts of the educational forces
of the State for the success of the meeting should you accept.”

The Committee on High School Credentials presented the following
supplementary report in reference to the granting of High School Certifi-
cates, pursuant to the resolution adopted by the Board on January 19,
1905. On motion, the same was adopted:

“The following institutions shall constitute the Second List,
specified and described in resolutions adopted by this Board Jan-
uary 19, 1905, (pages 150 and 151 of the Minutes of this Board);
provided that the degrees recognized shall be exclusively, Bach-
elor of Arts, Bachelor of Science, Master of Arts, Master of Sci-
ence and Doctor of Philosophy; and, provided further, that diplo-
mas dated prior to January first, 1890, shall not be recognized.

In making this list, the Board has taken cognizance of the following
facts:

1. Section 1521, Sub. 2, of the Political Code requires that
the standard, in special cases, shall not be lower, in the judg-
ment of this Board, than equivalence of a diploma of graduation

from the University of California, with an amount of pedagogy equivalent to the minimum amount prescribed by the State Board of Education.

2. This list may be revised annually in conformity with a probable advancing standard of the University of California.

3. The requirement of an additional half year of graduate work stipulated in this provision is the same requirement which the University of California has imposed upon its own graduates who wish to be certificated as high school teachers:

University of Indiana, Colorado, Nebraska, Minnesota, Illinois, Missouri, Northwestern University, Brown University, Radcliff College, Wellesley College, Smith College, Mt. Holyoke College, Amherst College, Dartmouth College, Vassar College.

The same Committee reported a plan for holding examinations for granting the high school credential, the same to be held simultaneously at Chico, Berkeley, and Los Angeles, beginning on the first Monday in March, 1905. The details of plan and the subjects required to be examined upon were resubmitted to Committee to be reported upon at next meeting of the Board.

No further business appearing, the meeting was declared adjourned to the call of the Secretary.

Attest:

THOMAS J. KIRK,

Secretary.

* * *

Bulletin No. 57.

June 5, 1905.

To County, City and County, and City Boards of Education of the State of California:

Pursuant to the provisions of law, I, THOMAS J. KIRK, Superintendent of Public Instruction of the State of California, hereby give notice that The Children's Primer and The Children's Second Reader for use in the primary grades of the public schools of the State have been compiled, published, and adopted, and that the same will be ready to offer for sale and distribution on and after July 1, 1905. The uniform use of said books in the primary grades of the public schools of the State will be required after one year from the 11th day of January, 1905, the date of contract for the use of the plates of copyright matter comprising such books; but nothing is to prevent any County, City and County, or City Board of Education from adopting and requiring the use of said books before said mentioned date in the grades of the public schools for which they are intended.

The State Board of Education at its meeting held on June 3, 1905, pursuant to law, approved the action of the State Text-Book Committee in adopting

said books and prescribing their use in the public schools of the State, and fixed the prices thereof as follows:

THE CHILDREN'S PRIMER.

Cost f. o. b. boat, railroad, or express at Sacramento.	20 cents.
By mail.....	25 cents.
Price to pupils from book dealers.....	25 cents.

THE CHILDREN'S SECOND READER.

Cost f. o. b. boat, railroad, or express at Sacramento.	28 cents.
By mail.....	35 cents.
Price to pupils from book dealers.....	35 cents.

The attention of County, City and County, and City Superintendents is called to Subdivision 1 of Section 1874 of the Political Code, which provides that they shall order a sufficient number of each new text-book to give at least one copy to every public school library within their respective jurisdictions.

Superintendents may send their orders to me for the total number of copies of each book required, accompanied by the money at 20 cents a copy for The Children's Primer and 28 cents a copy for The Children's Second Reader. On receipt of the books Superintendents will mail or otherwise have delivered to the school district libraries, and charge the library funds 25 cents a copy for The Children's Primer and 35 cents per copy for The Children's Second Reader, to cover cost at Sacramento and postage.

Superintendents may send in their orders at once and they will be promptly filled, but these books will not be offered for general sale to book dealers until the first of July, 1905.

Bulletin No. 59.

June 3, 1905.

Giving the Law and the Rules of the State Board of Education Under Which High School Certificates May Be Granted by County and City and County Boards of Education.

The law is found in Section 1521, Sub. 2, of the Political Code, which enumerates the following powers and duties of the State Board of Education: "2. (a) To prescribe by general rule the credentials upon which persons may be granted certificates to teach in the high schools of this State. No credentials shall be prescribed or allowed, unless the same, in the judgment of said board, are the equivalent of a diploma of graduation

from the University of California, and are satisfactory evidence that the holder thereof has taken an amount of pedagogy equivalent to the minimum amount of pedagogy prescribed by the State Board of Education of this State, and include a recommendation for a high school certificate from the faculty of the institution in which the pedagogical work shall have been taken."

Rule 1. On and after this date, and until further notice, high school certificates may be granted according to law as provided in Sections 1521, Sub. 2 (a), and 1775, Sub. 1 (a), of the Political Code of California, to graduates of the universities belonging to the Association of American Universities, as follows:

FIRST LIST.

University of California, Berkeley, Cal.; Catholic University of America, Washington, D. C.; University of Chicago, Chicago, Ill.; Clark University, Worcester, Mass.; Columbia University, New York City, N. Y.; Cornell University, Ithaca, N. Y.; Harvard University, Cambridge, Mass.; Johns-Hopkins University, Baltimore, Md.; Leland Stanford Junior University, Palo Alto, Cal.; University of Michigan, Ann Arbor, Mich.; University of Pennsylvania, Philadelphia, Pa.; Princeton University, Princeton, N. J.; University of Wisconsin, Madison, Wis.; University of Virginia, Charlottesville, Va.; Yale University, New Haven, Conn.

Graduates of the above-mentioned institutions may be granted certificates upon presentation of a recommendation from the faculty of any one of these institutions; **provided**, that such recommendation shall show that the applicant has taken courses in the theory of education, or in the actual practice of teaching, under supervision of the pedagogical faculty, equivalent to twelve hours per week for one half-year; **provided**, that after July, 1906, at least one-third of the prescribed pedagogy shall consist of actual teaching in a well-equipped training school of secondary grade, directed by the Department of Education.

Rule 2. On and after this date, and until further notice, high school certificates may be granted according to law as provided in the same sections, subdivisions and paragraphs, to graduates of the following colleges and universities who have taken courses in the theory of education or in the actual practice of teaching under supervision of the pedagogical faculty, equivalent to twelve hours per week for one half-year; and who, since receiving any one of the degrees mentioned below have completed one half-year of advanced academic or professional (pedagogical) work, in residence, either at the same institution or at some other institution included in either the first or the second list under this rule, or, in lieu of such graduate study, have taught with decided success, as regular teacher or as principal, at least twenty months in any reputable school, elementary or secondary.

The following institutions shall constitute the second list:

SECOND LIST.

University of Indiana, University of Colorado, University of Nebraska, University of Minnesota, University of Illinois, University of Missouri, Northwestern University, Brown University, Radcliff College, Wellesley College, Smith College, Mount Holyoke College, Bryn Mawr College, Amherst College, Dartmouth College, Vassar College.

Provided, that the degrees recognized shall be, exclusively, Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, and Doctor of Philosophy; **and provided further**, that diplomas dated prior to January 1, 1890, shall not be recognized.

In making this list the Board has taken cognizance of the following facts:

1. Section 1521, Sub. 2, of the Political Code requires that the standard, in special cases, shall not be lower, in the judgment of this Board, than equivalence of a diploma of graduation from the University of California, with an amount of pedagogy equivalent to the minimum amount prescribed by the State Board of Education.

2. This list may be revised annually in conformity with a probable advancing standard of the University of California.

3. The requirement of an additional half-year of graduate work stipulated in this provision is the same requirement which the University of California has imposed upon its own graduates who wish to be certificated as high school teachers.

Graduates of institutions mentioned in this second list may be granted certificates upon presentation of a recommendation from the faculty of any one of the institutions in either the first or the second list; **provided**, that after July, 1906, at least one-third of the prescribed pedagogy shall consist of actual teaching in a well-equipped training school of secondary grade, directed by the Department of Education; **provided further**, that until July 1, 1908, practice teaching (together with accompanying conferences) in a school of the grammar grade in connection with a California State Normal School, as evidenced by a certificate of proficiency, will be accepted as an equivalent of such practice teaching.

THOMAS J. KIRK,

Superintendent of Public Instruction and ex-officio Secretary State Board of Education.

Western School News

MEETINGS

National Education Association, Ashbury Park and Ocean Grove, N. J., July 3-7, 1905. William H. Maxwell, New York, President; Irwin Shepard, Secretary, Winona, Minn.

Summer School, University of California, Berkeley, Cal., June 24 to Aug. 5, 1905. Dean, Dr. Ernest Carroll Moore.

California State Teachers' Association, Berkeley, Cal., last week in Dec. James

A. Barr, Stockton, President; Mrs. M. M. FitzGerald, 405 Fillmore Street, San Francisco, Secretary.

Northern California Teachers' Association, Red Bluff, November 1, 2 and 3. J. D. Sweeney, Red Bluff, President.

Southern California Teachers' Association, Los Angeles, Cal. Week before Dec. 25th. President, J. D. Graham; Miss Alice Frazier, Santa Ana, Secretary

NOTES

Supt. A. H. Adrian, of Santa Barbara, has been re-elected for a term of four years.

Dr. Terman, who has completed a course at Clark University, has been elected City Superintendent of San Bernardino. Salary \$1,800.

S. P. McCrea has been elected principal of the Sequoia High School, San Mateo County.

Allison Ware of the Hanford High School was re-elected principal of the Tulare High School. He has resigned the latter position to accept a place in the San Francisco State Normal School. S. A. Crookshanks, ex-Supt. of Tulare Co., has been elected Principal of the Tulare High School.

Supt. Minnie Coulter has decided to hold her institute in Berkeley, Cal., during the State Teachers' Association.

Supt. W. H. Langdon, President A. Roncoveri, Dr. Dolman and Richard D. Faulkner are attending the N. E. A. at Ashbury Park, N. J.

Prof. Crandall of the Kern Co. High School has resigned to accept a position in the San Diego State Normal School.

Ex-Supt. Robert Furlong of Marin Co. has been selected as Secretary of the State Text-Book Committee. Mr. Furlong has recently had charge of the California educational exhibit at St. Louis and Portland.

"Stories of El Dorado," by Frona Eunice Wait, is the book which the Payot-Upham Co. are making special efforts to bring to the attention of grammar grade teachers. As educators generally become familiar with the quaint Indian legends, and the equally stirring adventures of the Spaniards in search of El Dorado, there is universal appreciation of the nature study so deftly woven in with the incidents. There is nothing strained or unnatural about the introduction of plant, animal and bird life, nor is there ever a disposition to be goody-goody or sloppy in the sentiment expressed. The whole book is clean, sane and wholesome—just the kind of reading enjoyed by sturdy, mischief loving school children. The teacher, too, will find the stories refreshing and helpful in the daily grind of school-room duties.

The Educational Congress of the Lewis and Clark Exposition will be held in Portland, August 28th to September 2d. Hon. W. T. Harris, President A. S. Draper, F. Louis Soldan, M. G. Brumbaugh and Benjamin Ide Wheeler are among the notable speakers of the Congress.

The California Northwestern Railroad has made special arrangements for teachers who desire to spend an inexpensive vacation in the most picturesque part of California. Send for booklet, "Vacation 1905," free. Address R. X. Ryan, General Passenger Agent, Mutual Life Building, San Francisco, Cal.

The Board of Education of Oakland has changed the name of the Grove Street School to the Campbell School in honor of the late Fred M. Campbell.

The State Text-Book Committee has arranged to use for the State Series Elementary Arithmetic the text as prepared by J. W. McClymonds, Oakland and D. R. Jones of the State Normal School of San Francisco.

The Los Angeles Board of Education has increased the salary of Supt. James A. Foshay to \$5,000 per annum.

The Board of Education of San Francisco made public the following list of the thirty candidates for places on the list of substitute teachers who stood highest among the 256 taking the late competitive examination:

Lillian Roden, 185; Renie Scanlan, 179.75; Turid Aune, 178.50; Nina Vensano, 177.50; Malsie Livingston, 177.50; Maud Wigham, 176.50; Thomas D. Mansfield, 175.75; Rebecca Drefus, 175; Helen Sullivan, 174; Myrtle Young, 173.50; Virginia Ryder, 172.50; Florence Wigand, 172.30; Maud Coonan, 171; Genevieve Nicholson, 170.80; Retta H. Haynes, 170; Alice Barrett, 168.90; May Oliver, 168.90; Olive Thomas, 168.50; Fannie S. Reed, 168.50; Jessie B. Smith, 168.22; Grace Lyon, 168.16; Josie McCabe, 168; Agnes O'Connell, 167.90; Edith Carpenter, 167.90; Milton Farmer,

167.83; W. J. Dougherty, 167.75; Laura C. Perry, 167.70; Mary Lahey, 167.50; Agnes O'Neil, 167.50; Charlotte Gleason, 166.

* * *

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* * *

In Berkeley, December, 1905

California Teachers' Association

OFFICERS FOR 1905

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STOCKTON, CAL., June 12th, 1905.

To the Superintendents, Principals and Teachers of California:

The thirty-ninth annual session of the California Teachers' Association will be held in Berkeley during the week beginning Tuesday, December 26, 1905. Berkeley, Alameda County, and the State University are already planning for your reception and entertainment.

The Executive Committee of the Association is desirous of making the coming session especially helpful to the teachers of the State. It is your association and it is only through you that it can be made a success. We ask, therefore, the co-operation of every teacher in California in construct-

ing a strong program and in making the next session one full of enthusiasm and of lasting profit.

Besides the general sessions, there will be meetings of the Council of Education and of the High School Teachers' Association, the Elementary School Association, the Manual Training and Drawing Teachers' Association, the County Board of Education Organization, the Music Section and the Pacific Coast Association of Chemistry and Physics Teachers. It has been suggested that additional departmental programs be prepared on some or all of the following lines: Kindergarten, Rural Schools, Nature Study and Agriculture, Library, Domestic Science. The business as well as the professional side of teaching will be recognized in making up the program. A Convention of City Boards of Education and of School Trustees may be called to consider such questions as the selection of teachers, tenure, salaries, school architecture, school sanitation, etc.

The Executive Committee will appreciate any suggestions you may see fit to make at any time during the year. Just now your views on the following would be of especial value:

(1) In your judgment what topics for either the general or the departmental meetings would be of most service to the teachers of the State?

(2) Of the departments mentioned, which seem to you to be worth while? Can you suggest others? Do you think that the problems of the rural schools could be best met by the organization of a Rural School Department? If so, what problems should come before it?

(3) Can you suggest any educational problems of general interest that could, with profit, be investigated by committees, the reports to be submitted to the Association?

(4) What speakers would you particularly care to hear—(a) From California? (b) From outside the State?

(5) Can you suggest any plan for increasing the membership of the Association?

(6) Are you in favor of revising the Constitution of the Association? If so, in what essential respects?

(7) In general what suggestions can you make for the improvement of the Association and for bringing its work in closer touch with the people of California?

We realize that you are busy, especially at this time of the year, yet we trust that you may find time at an early date to give us an expression of your views.

Thanking you for such assistance as you may give, I am, for the Executive Committee,

Fraternally yours,

JAS. A. BARR.

School Gardens

Miss Kate F. Casey, Principal of the Lafayette Primary School, on Filbert and Kearny streets, San Francisco, has done some excellent work in school gardening. Miss Casey has a unique school. About ninety per cent. of the children in the school are of Italian parentage. She is in the center of the Latin quarter of the city. She conducts her school without friction and herself, teachers and pupils work together harmoniously. It naturally followed, then, when Deputy Superintendent Heaton requested school gardening that his expressed wish was law. Miss Casey begged and borrowed tools, and the children brought seeds and planted them, and nature did the rest. Cabbage, lettuce, peas, corn, radishes, potatoes, and garlic grew abundantly, and the teachers had several lunches on school garden vegetables. The keen-eyed Italian boys and girls watched every stage of growth of the plants, and were amazed and interested at nature's wonderful miracles. Not until they found four peas in a pod were they able to interpret the lesson in their reader. The correspondence of the children with Deputy Superintendent Heaton on the use of bugs, etc., in reference to plants also awakened interest in the school, and from an educational side Miss Casey's school garden has been a great success.

* * *

SPECIAL—To teachers, I allow all teachers a special discount of 10 per cent on Trunks, Bags and Suit Cases. I am sole agent for the "Stallman" Dresser Trunk,—they hold "a thousand and one" things so you can find what you want quickly. Write for prices to any of my 3 stores. Oppenheimer the Trunk Man, No. 1 Ellis St., No. 227 Montgomery St., and 638 Market St.

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The Western Journal of Education

August, 1905

CONTENTS

PAGE

EDITORIAL

627

Co-operation a Business Principle—Educational Excursions—Education and Crime—The Summer Schools—"Back to the Essentials"—The Teaching of Current Events—The Children of the Poor—To Hans Christian Andersen.

THE COUNTRY SCHOOLHOUSE AND ITS GROUNDS.

Hon. James Wilson 636

WOMAN'S PRESENT POSITION IN THE TEACHING WORLD. *Annie Lund Meriam*

639

EDUCATIONAL VALUES. *Sam. W. Brown* 645

LANGUAGE AND COMPOSITION. *T. L. Heaton* 653

Oral Composition—Subjects for Composition.

JULIUS CAESAR. *T. L. Heaton* 656

BOOKS AND MAGAZINES 658

Dr. Harris on Educational Phillistines—Parents and Schoolmasters—The Trend in Education—The Batavia System at Ashtabula, O.—A Modern Schoolhouse—Weakness in Geography Teaching—From Walt Whitman.

WESTERN SCHOOL NEWS 668

Program of the Educational Congress—High School Teachers Meet—Notes.

THE WESTERN JOURNAL OF EDUCATION

711 MISSION ST., SAN FRANCISCO

PUBLISHERS' NOTICE

THE WESTERN JOURNAL OF EDUCATION

is the Official Organ of the Department of Public Instruction of the State of California

PUBLISHED MONTHLY

Entered at the San Francisco Postoffice as Mail Matter of the Second Class
Established 1895.

HARR WAGNER, Managing Editor.

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The Western Journal of Education

AUGUST, 1905

EDITORIAL

In a recent number of *The Journal* we called attention to the need for closer co-operation of teachers, parents and administrative officers in the work of improving the schools.

**Co-opera-
tion a
Business
Principle**

Our contention was that courses of study, rules of discipline, programs, and the many other details of school procedure are all too frequently arranged from above and handed down to the teachers, whose sole

duty it is to carry them into effect. Too often the teacher has no voice in determining the kind of work which shall be done by her. And yet, because she is the one who must make the experiment, she is the very person who should be able to contribute an intelligent report of its success or failure. Her views should be of the greatest value and should by all means be considered when courses of study are to be made or regulations of any sort worked out for the conduct of the schools. That the active co-operation of the people on the ground is very desirable, and that some regular channel for the expression of their views should be opened is indicated by the following quotation from *The Kingdom* concerning the management of one of our best business houses:

"To encourage co-operation and arouse a common interest on the part of all the employees, as well as for the general welfare of the firm, Weinstock, Lubin & Co. offer cash prizes for suggestions that will tend to improve the business. A "Suggestion Box" is provided, and employees having ideas concerning the conduct of the store, either in its relation to its customers or its employees, write out their views and drop them into this "Box." Twice a week these suggestions are considered by the Board of Management, and a prize of one dollar awarded for each suggestion adopted. Occasionally the management desires the views of all the employees on some particular matter, and larger prizes are awarded. By means

of cash competitive prizes pride in the arrangement and decoration of different departments is stimulated. At such a contest during the White Carnival, sixty-five dollars was awarded, and the result was a very handsome and artistic display."

* * *

One of the most promising innovations of modern school work is the teaching of geography by means of school excursions. The idea is not new. Perhaps it is as old as education itself, but it has not been used for all it is worth until recent time. Among the very obvious features of school life in Paris are the frequent excursions of teachers and classes to points of interest in and about the city. These groups are to be met everywhere; at the art galleries, in the old churches, in front of the historic buildings, you are sure to find them. I remember a little group of boys who came with their teacher to look at the tomb of Napoleon at the same time that we were visiting it. You can hardly imagine how reverently they gazed upon it. It is safe to say that that day's lesson was of permanent value to France. A teacher in Ohio reports that a great number of educational excursions to various points of interest, including the State University and the State Capitol, have been made by his classes. "It is needless to say," he concludes, "that this tour of investigation did much to enlarge the ideas and stimulate the ambition of the students." As a result of this trip government and history were studied with enthusiasm.

In San Francisco and Stockton excursions are regularly employed as a means of studying industrial geography. "The industrial and commercial life of the city are to be emphasized this year," says Supt. Barr's Outline in Geography. "The leading articles of export—flour, combined harvesters, leather, woolen goods, fruit, etc.—should be made the basis of talks. During the year one or more excursions to local industries should be made by each grade. In all cases the teacher should visit the factory in advance to familiarize herself with the processes of manufacture. Committees of pupils may be detailed to visit the places named and render an account of the visit to the class." This method works well.

It enlarges the ideas of pupils in no uncertain fashion and gets them into the habit of familiarizing themselves with the things about them. People who have had such a training in youth will not go through life blind and dumb with regard to what is going on about them.

* * *

We cannot but deplore the carelessness of statement which several of our leading thinkers have permitted themselves in discussing this subject recently. Their utterances as commonly understood fall very wide of the truth. It is true that we have spent millions in education, and it is true that crime has increased, but the conclusion which has been drawn that education is therefore not the cure for crime is not at all warranted by these premises. In such discussions we need to distinguish between education as an institution and education as a process. Education as it is practiced in most places may do little to prevent crime. Indeed, there is very little in the subjects taught in the elementary schools which can be said to have any bearing upon the matter. But the educational process is the only instrument which we can employ in either curing or preventing crime. Suppose you are in charge of a prison and most of the men in it are certain to be set free after a time, what can you do to make them safe men to be let out? If you punish them every day that will make them worse. If you keep them shut up there, trusting to the confinement merely, to help them, that, too, will make them worse. If you teach them while they are there, old fellows though they are, and rather hardened characters some of them, that will make them better. Such at least is the experience of the prison keepers of the world. The reformatory prison, which is from beginning to end an educational institution, is the only means we have for making criminals over into law-abiding citizens again. If education of the right sort will prevent criminals from becoming criminals again, it does not seem to be an unwarranted conclusion that education will prevent children from becoming criminals. Of the several wise men who seem at present to be upholding the other side of the matter, we should

**Education
and
Crime**

like to ask just one question: If education will not prevent crime, what will?

And we should like to remind those whose faith has been somewhat shaken that uncritical utterances are not to be taken critically. The psychologists have said that ideas are forces. They are the only forces by which one person can control another. Education is the only means we have for the prevention of crime and it is a sufficient means, though what we now know as education may not be sufficient for that end. A better education will do it.

* * *

The Summer Session is half over and it is not too early to predict what the results will be. Berkeley and San Jose both have their share of students. There are over eight hundred at the University and about four hundred at the Normal School. It is the general opinion of the instructors in charge that the men and women now assembled at Berkeley are the best body of students that have ever come together on the campus. They are not quite so numerous as they were last year, which is due to the fact that the Summer School cannot rival the Portland fair as an attraction. But in point of interest, maturity of mind, desire to learn and willingness to work, they do the teacher's heart good. And they are doing themselves good by being there. They are meeting with enthusiastic teachers; they are learning something of subjects which they have long wanted to study; they are hearing a number of distinguished speakers whom they could hear no where else; they are using the libraries, laboratories and museums, which in itself is no small educational privilege; and last, but not least, they are getting acquainted with a large number of people of similar tastes and interests and are having a very pleasant vacation with them. It is safe to say that every teacher who is attending either of these schools will go back to her work renewed in spirit, renewed in knowledge, and renewed in strength. They will be known by their fruits in whatever schoolrooms they may be found. Next year twice as many should be in attendance. Keep your eye upon those who are there this year and see whether it is not worth your while to come next year too.

Progress in education, as in other fields of social effort, is subject to certain pendulum-like oscillations. There is a sudden advance, then a dead halt or hurried retreat which seems about to cost all that has been won. Some years ago, when educators realized the barrenness of an elementary school curriculum which was devoted mainly to the formal branches of reading, writing, spelling, number, and grammar, with a little memorized history and geography, there was a distinct onward movement in favor of "enrichment." And what did "enrichment" mean? Many efforts have been made to define it in practice, and from these experiments much good has come. In its essential features the demand for "enrichment" has been prompted by the thought that the educational period, lasting from the age of six to fourteen, is not merely a suitable time for the establishment of the group of habits involved in reading, penmanship, and other formal branches; but that, with the aid of the school, it is also an exceptionally favorable time for the acquisition of useful knowledge, the evoking of the higher sentiments, the cultivation of tastes and appreciations, and the satisfaction of the higher desires for expression. Because the school of our fathers lasted but a few months in the year, and because teachers of genuine skill were rare, the tradition had grown up that the chief function of the elementary school was to "teach the tools of learning," but with only indirect reference to learning itself.

The movement for enrichment, which took its rise with President Eliot and a score of others, did not tend to the disparagement of the "tool" subject, except in a few instances; but it did tend to give them only a co-ordinate place in the school curriculum; and it added as subjects worthy of equal attention history, literature, art, natural science, industrial work, etc. These newer subjects have proven difficult to teach; they fit with some difficulty into a school administrative scheme evolved during the time when the formal subjects held the entire stage, and they have encountered deeply rooted prejudices. In spite of all of this, educators feel that the enrichment subjects have proven their right to educational recognition; and that the child is entitled, as a birthright, to the best things that they can give.

But as time passes the discovery is oftentimes announced that the formal subjects are not well taught. Some one discovers that

certain of our pupils cannot spell well, or write a decent hand; others are convinced that the ability of young people to deal with number, or to recall the details of geography are not what they used to be under the older education. Teachers, dealing with a program that is certainly much congested, owing to bad methods of administration, try to defend themselves by claiming that they have insufficient time to deal with these branches. From this it is but an easy step to assert that the newer branches, the "fads," are responsible for the crowding of the curriculum, which is in turn responsible for the poor teaching of spelling, arithmetic, etc. Then arises the cry of "back to the essentials."

An examination of several recent courses of study in California will show that those responsible for the making of courses of study are responding to this demand. More insistence is laid on formal branches, and less on those designed to give culture and general knowledge.

The trouble with this reaction is that it is not proceeding along right pedagogical lines. It assumes that the chief factor entering into the making of successful spellers, readers and penman is the amount of time devoted to these formal subjects. But beyond certain moderate limits this is not true at all. It is entirely possible to give so much time to the formal subjects that the loss of interest arising therefrom will actually prevent learning. No observant teacher can doubt that what a child learns with interest, with "self-activity," with a desire "to do it himself," is not only learned in very much less time, but with very much more effect than when learned under conditions of apathy or positive distaste. Any attempt to confine the child too exclusively to the formal subjects is bound to destroy interest, to create dislike of school and school subjects; and this soon reacts on the pupil's ability to master these subjects. There is in fact no satisfactory evidence that in the days when the formal subjects reigned supreme in the elementary school curriculum that the *average* level of skill attained was equal to that attained to-day in the majority of our schools. It is true, the spelling drill and spelling school made some phenomenal spellers, but what about the large number of pupils who habitually remained at the lower end of the class, and who were the auditors at "spelling skule?"

Let us beware of the cry of "back to the essentials," if it means the casting out of the newer subjects of the curriculum. Let us rather so improve our methods that we can retain those subjects which give interest in the school and at the same time produce reasonable results in the formal branches. Let us remember that in the final analysis it is not the mechanics of learning but learning itself that counts.

* * *

Some years ago there was a little country school in the mountains far from the railroad and from towns. A teacher came to that school who believed in the teaching of more than reading and writing and arithmetic. With the aid of the library fund she subscribed for several journals, all more or less adapted to the capacity of the children. Each day a half hour was set apart for work with these magazines. Sometimes the teacher read from them, at other times some pupils who had previously been given the assignment, reported on events in the world of politics, science, industry, or other field of human endeavor. The teacher was not exacting, but gave as much encouragement as possible to those who contributed something or who, at least, listened well.

For two or three years this work was kept up. Slowly but surely many children in that school learned to know the difference between newspaper rumor and the sober statement of facts; they learned to care for the better kinds of printed matter; they acquired some perspective of the history that is now in the making; and they learned the rudiments of political thought and the formation of public opinion. Under the stimulus of the school some of the homes became subscribers for magazines and buyers of books. The work of that teacher had established a taste for reading on the part of some children who had otherwise little incentive. For her pupils geography and history took on an aspect of reality which would have been impossible under other conditions.

The work of this teacher was not mapped out in any course of study, nor did her books on "methods" give her very many

suggestions. But what she did is easily within the compass of any tactful and earnest teacher. Given the man or woman who 'is interested in what the world is doing and thinking, it takes little effort to make such interest contagious. In fact, it is probable that work of this character can be more easily carried on in rural than in town schools where the environment is already so full of human happenings.

Does it need any argument to convince teachers of the worth of this work? Fruitful and interesting as it is, the teaching of current events and current literature is adequately practiced only here and there in rural schools. We painfully teach the details of the French-Indian wars, but leave to chance the great events of the year 1905. We study grammar carefully, but do not lead our pupils through the fascinating pages of "World's Work," "Current Events" and the "Review of Reviews." Is this wise education?

* * *

"The innocent prattle of his children takes out the sting of a man's poverty. But the children of the very poor do not prattle!

The Children of the Poor It is none of the least frightful features in that condition that there is no childishness in its dwellings. Poor people, said a sensible old nurse to us once, do not *bring* up their children; they *drag* them up. The little careless darling of the wealthier nursery, in their novel, is transformed betimes into a premature reflecting person. No one has time to dandle it, no one thinks it worth while to coax it, to soothe it, to toss it up and down, to humor it. There is no one to kiss away its tears. If it cries it can only be beaten. It has been prettily said that 'a babe is fed with milk and praise.' But the aliment of this poor babe was thin, unnourishing; the return to its little baby tricks, and efforts to engage attention, bitter, ceaseless objurgation. It never had a toy or knew what a coral meant. It grew up without the lullaby of nurses; it was a stranger to the patient, fondle, the hushing caress, the attracting novelty, the costlier plaything or the cheap off-hand contrivance to divert the child; the prattled nonsense [best sense to it], the wise impertinences, the wholesome lies, the apt story interposed, that puts a stop to pres-

ent sufferings, and awakens the passion of young wonder. It was never sung to—no one ever told it a tale of the nursery. It was dragged up, to live or to die as it happened. It had no young dreams. It broke at once into the iron realities of life. A child exists not for the very poor as any object of dalliance; it is only another mouth to be fed, a pair of little hands to be inured to labor. It is the rival till it can be the co-operator for food with the parent. It is never his mirth, his diversion, his solace; it never makes him young again, with recalling his young times. The children of the very poor have *no* young times. It makes the very heart to bleed to overhear the casual street-talk between a poor woman and her little girl, a woman of the better sort of poor, in a condition rather above the squalid beings which we have been contemplating. It is not of toys, of nursery books, of summer holidays (fitting that age); of the promised sight, or play; of praised sufficiency at school. It is of mangling and clear-starching, of the price of coals or of potatoes. The questionings of the child, that should be the very outpourings of curiosity in idleness, are marked with forecast and melancholy providence. It has come to be a woman before it was a child. It has learned to go to market; it chaffers, it haggles, it envies, it murmurs; it is knowing, acute, sharpened; it never prattles. Had we not reason to say that the home of the very poor is no home?"—Charles Lamb.

* * *

TO HANS CHRISTIAN ANDERSEN

FROM BJÖRNSTJERNE BJÖRNSSON

(Translated by Emilie Poulsson)

Wings you gave to my imagination
 Me upbearing to the strange and great;
 Gave my heart the poet's revelation,
 Glorifying things of low estate.

When my child-soul hungered, all unknowing,
 With great truths its needs you satisfied.
 Now—a word-worn man—to you is owing
 That the child in me has never died.

The Country Schoolhouse and Its Grounds

HON. JAMES WILSON, *Secretary of Agriculture*

[From the Nebraska Teacher]

Sometimes the country schoolhouse has extensive and well-kept grounds, but oftener it is a pasture, a cultivated field or a wood-lot. In these instances, although the playgrounds are usually adequate, the opportunities for object-lessons in natural history and in various profitable but incidental lines of study may not be recognized.

Flowers should abound in the schoolhouse grounds. They are among the best of educators, for they develop taste and a love for the beautiful, and make men sensitive to the attractive and lovely, in town or country, in field or forest.

Moreover, the flower of the plant has an economic use, concerning which the scholar should be informed. Nature designed it to invite the wayfaring insect, and we can employ it to delight the child in its first journey away from home. Little people, in fair weather, should not sit long at a time on benches in school. The lawn should be arranged for their pleasure, and in any such arrangement flowers cannot be omitted.

Instructive lessons about annuals, biennials and perennials could be taught as the years go by. The names of the plants and of their several parts would be memorized much more readily from the living subject than from a book. At recess and during the noon hour much of the plant-lore given to the more advanced students would be dealt out by them to the beginners.

Many of us have distinct recollections of disagreeable schoolhouses and grounds. We ought to arrange matters so that different impressions will be made on the little people who now venture from home and go to school. We should associate as many attractive things around the schoolhouse as can be brought together, just as we make the parlor the most beautiful room at home in order that our friends may be pleased while they visit us.

Flowers and plants are most pleasing additions to the house as well as to the lawn. Students should be taught the daily care necessary to have healthy and beautiful flowering plants, the uses of the spray, and the remedies for infesting or destructive insects.

The children of a schoolroom will watch with interest the unfolding of new leaves, the first appearance of a bud, and finally

the bursting petals of a beautiful blossom. Without much extra labor the paths that should be artistically laid out on each schoolhouse lawn can be edged with neat, blooming border plants. The pupils would always delight in caring for and protecting them.

Flower-beds on the lawn are pretty if properly made. A few hyacinth bulbs planted in the fall make almost as early reminders of spring as the hepatica or the ambitious crocus that laughs at a snowbank. The hyacinth bulb is interesting from the moment it peeps through the ground, and its flowers are satisfactory, too, because they last longer than those of most other early bloomers.

The gathering of seeds from all trees, shrubs and plants should be encouraged. If all the seeds be saved, pupils whose parents have not encouraged flower culture may be induced to make little flower gardens at home, and incidentally to take pride in the appearance of the yard.

Small trees and shrubs look well set out as a hedge, besides furnishing a shade on one side of the lawn. Each girl might have a flowering shrub planted for her, the variety to be of her own selection, and it should then become her special care.

Several things might be done to make the schoolhouse yard interesting to the student. Upon the advent of each new pupil a tree, native to the latitude, might be planted. This would give a certain dignity to each new pupil.

Young people attending the country school would soon learn the names of all the trees indigenous to the neighborhood. If the pupils would gather the seeds of the trees at different seasons when they are ripe, the teacher would have an object-lesson to assist her in conducting nature studies. Methods of preserving these seeds through the winter and the habits of growth of the different varieties would be studied with intense interest and never forgotten. As the pupils visited new neighborhoods and new countries, their early forestry lessons would be valuable in enabling them to add to their knowledge of silviculture.

The young farmer attending the district school could readily be taught what a plant gets from the soil and what it gets from the air. The several grasses could be planted, and their office in filling the soil with humus, enabling the soil to retain moisture, could be explained. The legumes—peas, beans, clover and alfalfa—could be grown in the schoolhouse yard, and during recess or at the noon hour the teacher could interest the students by digging up a young pea or clover root and showing the

nodules, whose office is to bring the free nitrogen from the atmosphere and fix it in the soil.

The pupils would see that some relation exists between the size of the nodule and the fruit of the legume. As a plant grows older and blossoms and seeds begin to form, the matter found in the nodules rises in the plant to help make seeds, leaving the nodules like old egg-shells from which the birds have been hatched.

The microscope could be brought into use in the study of the soil, and microscopic plants could be studied, special attention being paid to those that change fertilizer into plant-food.

Entomological studies might very well be carried on around the country schoolhouse. The wild bee goes from flower to flower or the clover plant seeking pollen with which to build her cells or honey to store in them. She performs a very useful labor for the farmer by carrying pollen from flower to flower.

The people around Charleston who raise early cucumbers in greenhouses for the early markets find it necessary to use the brush in distributing pollen, but they take care to have a swarm of bees to do the work as soon as the weather is warm enough.

Tens of thousands of Smyrna fig-trees that should produce the most valuable fig of commerce, brought from the Turkish empire and planted on the Pacific Coast, have never ripened fruit except when artificial pollination was practiced. An entomologist, visiting the trees, told the owners that what was needed was a little wasp that lives on a wild fig in the neighborhood of Smyrna. After repeated efforts, that little fly has been brought from its Asiatic home, and is now domiciled in the fig orchards, ready to help the people of that neighborhood to begin a new industry.

The attention of the young farmer at the country schoolhouse could be gradually drawn, by easy stages, from one insect to another. A little help by the teacher would arouse in the student intelligent interest in our insect friends and enemies.

Children should be encouraged to bring specimens to school, collections could be made, and the student's name associated with every new discovery. In all these ways the student can be brought to an understanding of nature, living and inanimate, to a knowledge that will develop head and hand and heart.

Woman's Present Position in the Teaching World

The Germans, along with many other people, had the idea, not so long ago, that all the education necessary for women consisted, not in the three R's as in this country, but in the three K's, Kirche, Küche, Kinder, to which some added a fourth k, Kleider; but that the ideas of the nations have advanced beyond this point is evidenced by the present position of women in the teaching world.

It is only in recent years, in Germany, that women have received recognition to teach on the same basis as men, though the preparation required of them has always been as thorough as for men. Since 1874 they have been permitted to teach in girls' schools and in the lower class of boys' schools. Today, there are in the girls' schools of Germany 60 per cent women teachers, in the lower class of boys' schools 40 per cent. In the small towns it is almost entirely Catholic schools which employ women, for the Protestant communities, aside from Berlin, are slow to employ them, except for gymnastics and needlework. In Prussia only about 12 per cent. are women teachers. Dr. Seeley, in his "German School System," says: "In all parts of Germany women are gaining ground as teachers, yet it is not to be expected that the schools that employ one teacher will ever be committed to the care of women, so the majority of teachers in Germany will always remain men."

The French educational system embraces primary, secondary, and normal schools, and universities. The secondary schools in France are so called not as a secondary stage in a continuous process of education as in the United States, but in the sense of being of a higher order, in that they prepare a student from his earliest years for a professional life; so, the work done in the lower grades of the secondary schools is the same as that done in the primary schools, the latter being for the common class of pupils. In 1860 in the primary schools, 55.3 per cent. were women teachers; in 1897, 55.7 were women, and for the intervening years the ratio was about the same. France may have some laws limiting the number of women teachers, but it seems more probable that the preceding figures result from the fact that France is a Catholic country, and has always had a large proportion of clerical teachers, both men and women. Recent legislation prohibits clerical men from teaching in public schools, and discountenances clerical women, so the proportion of lay women teachers will rapidly increase. The consular reports give no statistics for the relative number of women employed in the secondary schools, but in the primary nor-

mals which prepare for teaching in the primary schools, 47 per cent. are women teachers.

In 1900 in England, in the elementary schools, both board and voluntary, the percentage of women teachers was 75.3, as compared against 55 per cent. in 1870, yet during this period the number of men teachers has increased over 169 per cent. of itself, which figure should be noted in connection with some given later for the United States. Women are employed in girls' schools and in mixed schools.

According to the census for 1900, over 72 per cent. of all the teachers in the United States are women. The elementary schools of the great cities of our country are today almost wholly under the control of women teachers, 97 per cent. in fact. In the elementary and secondary schools in all the cities of this country there are 93 per cent. women teachers. In our whole country there are actually fewer men teaching today than in 1860, but there are four times as many women as then. The Civil War seems to have given the first great impetus to the employment of women teachers. Since 1880 there has been a decrease of 403 men teachers, during the same period the number of women teachers has increased 94 per cent. of itself. To preserve the ratio of 1880, when there were three men to every four women employed in our schools, the men teachers should have increased during the last two decades by about 115,000. In the American colleges twenty-five years ago, all the members of the faculties were men; today over 10 per cent. of the faculties are women. There are at present two women holding the position of State Superintendent of Schools, twelve that of City Superintendent, two hundred and eighty-four that of County Superintendent. In the North Atlantic division of the United States 83 per cent. women teachers are employed; in the North Central 75 per cent; in the Western 78 per cent.; but (presumably on account of social conditions) only 62 per cent. in the South Atlantic, and 54 per cent. in the South Central. Arkansas employs the fewest women teachers of any State, only 44 per cent. West Virginia and New Mexico come next with 46 per cent. each; at the other extreme we find Rhode Island employs 91.4 per cent, New Hampshire 91.3 per cent. and Massachusetts 91.1 per cent. California employs 84.2 per cent. women.

To understand this question from an economic standpoint the following figures are presented: In Germany the average annual salary for women teachers is \$225.62 1-2, for men \$285.71; rent and fuel free of cost being furnished in most instances to men teachers. In France, the salaries of women teachers as well as men are very low, the wages received depending on the number of years' service. A woman teaches from five to ten years for \$180, then

becomes a teacher of the fifth class and receives for five years \$200; then enters the fourth class for five years at \$20 more, and so on until she attains the munificent sum of \$320 in the first class after from twenty-five to thirty years of service. Men during the probationary period and the fifth and fourth classes receive the same as women, then their wages advance till they reach a maximum of \$400. All salaries for the primary schools are paid according to this system, special merit or fitness receives no reward, there is no average; all are rated alike. One thing should be noted in connection with the low wages in both France and Germany, that both countries pension teachers in their old age, a mere pittance to be sure, but teachers have not the necessity of saving for old age, which exists in England and America. In England, certified women teachers receive an average annual salary, if principals of \$470; if assistants of \$380. Under the same conditions men average \$720 and \$510 respectively. The remuneration of the teaching profession is much more satisfactory in England than in other countries, so the Mosely commission is justified in commenting unfavorably on our underpaid teachers. For the whole United States the average annual salary of women teachers is \$282.02; the Western Division has the high average of \$373.89, in fact the average for the country is over \$300 in all but the southern sections, which average only about \$160 per annum, thus reducing the total average for the United States. California pays women teachers on an average \$67.19 per month, the largest average of any State except Arizona. The average for men in California is only \$20 per month higher than for women, which is not excessive as compared for instance with Massachusetts, where the men average \$140.94 per month as against \$52.75 for women.

In resumé: In Prussia women teachers are on the increase in the elementary schools, though at present they represent only about 12 per cent.

In France, the ratio has remained practically unchanged for thirty years.

In England, there has been in thirty years a gain of about 20 per cent. women teachers in the elementary public schools.

In America, there has been a constant decrease for the last forty years in the number of men teachers, while the number of women teachers has increased over 400 per cent.

Now what does this feminization of the teaching force portend for the United States, since this is the only country in which conditions are noticeably out of normal?

I. The question may be considered from an educational standpoint.

It is conceded on all sides and by all authorities that the ordinary woman understands the working of the child's mind, under-

stands the child nature as no man can, unless perchance he be a Froebel or a Pestalozzi. It is the mother element in every woman's heart which teaches her how to control, how to interest, how to appeal to children. Leading educators affirm that up to the age of ten or twelve years the child should be under the care of women teachers. On the other hand, men teachers are necessary as ideals for boys, for the boy must in his school life acquire sterling, manly character. Also, the curriculum taught by a woman would naturally receive a feminine interpretation, and would not prepare boys so well for self-support. Moreover, women feminize methods in teaching and discipline. There is a "tendency to instil sentimental views of facts, rather than to derive principles of conduct from them." The question of the woman teacher is, "Won't you do this for me?" A man never appeals to a boy in this way, but through ideas of right and justice.

The report of the Moseley Educational Commission speaks unfavorably of the feminization of our teaching force. Of the twenty-seven members of the commission, seven, including Mr. Moseley, deplore the preponderance of women teachers, not on the basis of their attainments, for the Commission found most of our women teachers highly trained, accomplished, and capable, but because "something of true manliness will be lost, if boys are left to be educated mainly by the opposite sex."

In this report, we find the most scathing arraignment of our educational system made by Professor Armstrong, who finds little good in American education, and as must be expected, he does not spare women as educators. He says: "The boy in America is not being brought up to punch another boy's head, or to have his own punched in a healthy and proper manner; there is a strange indefinable feminine air coming over the American men, a tendency towards a common or sexless tone of thought." Professor Armstrong totally fails to appreciate the great difference between American and English men, the difference which makes the Americans so much better fathers, brothers, and husbands than English men are. He does not grasp the fact that a boy can be manly without being rough, that a man can be virile without being brutal.

Professor Bell of the University of Colorado has compiled some interesting data as to the comparative influence on the pupils of men and women teachers. He questioned about one thousand men and women who had received their education between the years 1870 and 1896, whose instructors had averaged 40 per cent. men to 60 per cent. women. He found that 81 per cent. of the men, and 50 per cent. of the women testified in favor of men teachers. He believes that women teachers seem best for the period of child-

hood, both sexes equally right for the period from nine to thirteen years, men for adolescence.

One is inclined to take issue with the conclusions of these excellent authorities. It is the old figure of the pendulum which has swung to one end of the arc in this extreme feminization of the teaching force. The educators are trying to make the pendulum swing back to the other extreme, forgetting that it can be fixed at neither end of the arc, and can be at rest at only one point. That one point can be attained only by an equal apportionment of men and women teachers up to the age of entering college. The boy who fails to come to some extent under feminine influence during adolescence, certainly loses much that tends to soften, refine and humanize his nature. Men and women constitute the world, and all young people should come under the influence of both in equal proportions, certainly up to their college course. There the line of demarcation may well come, for the man is to enter on the preparation for his life work. In her inmost soul every intelligent, fair-minded woman acknowledges the superiority of the educated masculine mind over the feminine. So, when it comes to fitting the young man for his life work, he should be wholly under the influence of man in preparing for a professional life, just as he is in the industrial world. The young woman, too, who attends college should be largely under the instruction of men to secure the best development of her powers, for as the masculine mind is more original, she will be influenced to think more, to reason better than under feminine instruction. Then, too, she should come to know the masculine mind, to understand a man's view of life, in order to strengthen her own social and business relations in the world at large.

II. Considering the question next from a social standpoint as to the effect on family life. There is reason to regret the ever lessening regard of educated people for the family ideal. The teaching profession represents the best educated class of women in our country. Does it not therefore represent the women who are best fitted to conduct homes of their own? Does it not include the women who are best fitted to rear American citizens? But the very independence attained through teaching has the effect of making these women more critical of home-making, more unwilling to undertake home-making.

III. From an economic standpoint: The figures that were given earlier indicate that the extension of the educational system in the United States has been possible on account of the low wages of women teachers. Taxpayers will contribute only a limited amount towards education, though they demand education for all,

hence educational privileges must be extended at a low figure. Women, like the Chinese, will work for low wages. Women have accepted salaries of scarcely half what men of like capacity would have accepted, and so have been the means of extending the public school system to a point far beyond what taxpayers would have borne, had equal intelligence been secured from men. What is the result? Both sexes are being educated by the sex, whose relation to the political and industrial systems, is not usually either that of wage-earners or voters. Women are usually interested in the aesthetic, rather than the practical industrial side of life. The boy who is being educated by women becomes restive and dissatisfied, and at the end of the grammar school does not go on to the high school. He is intensely masculine at this age, and demands masculine aims, masculine work, hence the boy's desire to get out in the world and earn a place for himself, the masculine nature in him demands it. Another objection from an economic standpoint is the use of public funds in the support of normal schools; such schools should prepare teachers for a life service only, yet a goodly proportion of the students marry in from one to ten years after graduation. Statistics along this line would be interesting if obtainable.

IV. Last of all, the question must be considered from a national standpoint. The schools are the safeguard of our nation against foreign immigration. The character and power of the men who are to shape the nation is being formed in our public schools. If at the present time there is only one male teacher to every fifteen hundred children in the elementary schools of our country, and 90 per cent. of the school children leave school without ever coming in contact with a male teacher, should not the nation be disturbed by the note of warning sounded in the Moseley reports? Schools should be the builders of the nation. Women by nature have domestic tastes, so why should they interest themselves in civic affairs, yet they are now expected to prepare boys for civic life. Should we not then have more men in the schools, men who will unselfishly interest themselves in a cultured, improved, honest citizenship?

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Educational Values

The discussion at our last meeting grew out of the following questions asked by the leader of the preceding meeting: "Is it practicable and desirable because of the congestion of the course of study, and its consequent inadequate treatment, especially in the upper grammar grades, to make some of the subjects now in the course or seeking admission thereto, optional, elective, or alternative with others?"

Any proposal to make certain subjects optional, or elective, involves the question of the educational values of those subjects. As to whether or not certain subjects should be made alternative with others is entirely a question of method. The former involves the dropping out of some subjects for some children and the substitution of others; the latter assuming the value of all subjects in the course, seeks more effective treatment of them by giving a longer time to each recitation and by decreasing the number of daily recitations.

Three questions present themselves in considering this subject. First—Is the present treatment of the elementary school course inadequate? Second—If so, is this inadequate treatment due to congestion? Third—What changes should be made in our present organization to secure a more adequate treatment of the course?

Our answer to the first question will, without doubt, be unanimously in the affirmative. No one has yet been heard to claim that we are achieving ideal results. The teacher of the higher grades criticizes the product of the lower; the high school finds fault with the graduates of the grammar school; the business man, the moralist, and the public in general each adds his or its quota of censure and warning. While as schoolmen we must insist that much of this is unjust, yet a decent respect for the opinions of mankind, and a proper regard for our own ideals impels us to a recognition that we are falling far short of the results we would attain.

It behooves us then to undertake a careful examination of our educational premises; to consider carefully in the light of experience all the factors that enter into our school system; to judge and to spare not. To assume that no advance is possible, that we must either stay where we are or else return to the faults of our fathers is not the part of men. Yet there are not a few whose whole educational philosophy is included within those two alternatives.

"Down with the fads, back to the essentials," in very many instances means just that.

Is this inadequacy of treatment due to congestion? In a very large measure it is. Both teachers and pupils are greatly handicapped thereby. Too many subjects in the daily program necessitates very short recitation periods, with too frequent shifting of the pupils' interest from one subject to another; class work rather than individual effort; and the presentation of all subjects in the barest, most unrelated fashion possible. It forces the teacher to depend upon external, artificial stimuli in order to secure the necessary effort of the pupil. It destroys real interest and makes the teacher a taskmaster. This congestion is to be seen most clearly, of course, in our rural schools. No system can be expected to produce satisfactory results so long as the teachers in our rural schools find it necessary to hear thirty or more class recitations per day. Neither should we expect anything like an adequate treatment of the course in our upper grammar grades so long as the pupils in them are required to carry simultaneously ten, twelve or more subjects.

Having noticed the failure of our educational process to produce the desired results, and having shown that congestion of the course of study is one of the chief causes contributing thereto, let us now pass to a consideration of the third question: What changes should be made in our present organization to secure a more adequate treatment of the course? For convenience I shall group my answers under three heads: First—The course of study. Second—Methods. Third—The teacher.

The first requisite of a course of study is that its maker shall have a definite and correct idea of the aim of the elementary public school. This aim in general I believe to be to prepare the child for American citizenship. Educational writers as a rule, Herbert Spencer being a notable exception, have held from time out of mind that it is one of the first duties of the State to tax itself for the purpose of giving the children of its citizens a common education, which shall prepare them for the duties of citizenship. In these latter years we have faltered in our adherence to this broad principle. The clamor of the advocates of secondary education, and of bread-winning has been so long and so loud that we have opened the doors of the common schools and the whole crowd of them has rushed in, appropriated our time, funds, and energy until today some of us actually believe that these are the primary purposes of the public school system. And we are content to point with pride to the results which we are achieving in these lines when at the same time the essential subjects of the common school are being neglected and inadequately treated because of lack of time and funds. It is not the aim of the elementary public school course

to fit the child for the earning of a livelihood by giving him the elements of any trade, calling or profession, nor is it any part of that aim to prepare him for admission to any secondary, industrial, or vocational school. A frank recognition and acceptance of this aim is the first step that we must necessarily take in any solution of the problem as to what should be the constant and invariable features of the work required of all pupils in the elementary schools.

The subjects which contribute most directly to this aim are language, including writing, spelling, reading, composition work, and language lessons, number, drawing, literature, history, geography, and music. The course of study should indicate very definitely the specific aims of each of these subjects. It will be found that they can all be divided according to their aims into two classes, namely, tool subjects and content subjects. By tool subjects is meant those whose purpose is to enable the child to acquire or to express experience. To this class belong language, number, and drawing. Content subjects are organized masses of recorded or suggested experience. Literature, history, geography, and music are of this number. A failure to recognize that such a division exists lies at the bottom of all false evaluations of subjects.

The tool subjects should be taught not as ends in themselves, but solely as the instruments through which the child may acquire and express experience. The aim should be facility and accuracy in this use. Any feature of these subjects which cannot be justified on the ground of its direct contribution to this aim should be omitted from the course. All children should be required to attain a certain standard of accuracy and facility in the use of these tool subjects. Their application is too universal, their employment too necessary a thing in the life of every individual to permit of their ever being excluded from, or made an optional part of the common school course.

A failure to recognize their true aim, however, has resulted in many features being identified with them which ought to be discarded. In the study of number, for instance, I believe we should limit our efforts to the acquirement of facility and accuracy in the use of the four fundamental processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. Let us eliminate all unnecessary technical terminology. Proper fraction, improper fraction, equivalent fraction, reciprocal of a fraction, and decimal fraction is a list that might be very profitably reduced as soon as we get the idea that number is to be taught as a tool and not to be analyzed like a specimen in zoology. Integers, minuend, subtrahend, dividend, multiplican, multiplier, aliquot part, least common multiple, greatest common divisor, and

addend is another list that might be similarly treated to the everlasting welfare of the child. The work, with the exception of reading and writing numbers and counting, should commence in the third year of school and should be concluded in the fifth.

What I have said with regard to number applies with equal aptness to nearly all the tool subjects. Penmanship alone seems to have found at last its true educational level. The artistic, the aesthetic, even the moral instincts have been appealed to through the teaching of it, but we hear little today of its effectiveness in these directions. We have made of it a strictly tool subject, and its only aims are legibility and speed. All the rest of the tool subjects are undergoing and are destined to complete the same process of evolution. Our study of language has been entirely too much a matter of analysis, entirely too much concerned with presenting the subject in its logical completeness, entirely too much divorced from actual practice in correct usage. The great mass of formal English grammar has no place whatever in the common school course.

Literature, history, geography, and music, as stated above, are content subjects valuable for the mass of recorded or suggested thought and experience which they contain. Literature, music, and history have as their chief aim the setting up of ideals of social and civic life; their power lies in their ability to get hold of the basal human emotions and ally them with these ideals. The aim of geography teaching is to furnish a fund of common knowledge selected from many fields of human interest. These subjects, together with the tool subjects, should all be taught in the common school course. They too, however, as now constituted, contain much that is foreign to the aim of that course. There is need for a definite statement of the particular aim of each of them and a fearless reorganization of their content in accordance therewith.

Numerous other subjects are seeking with considerable persistence for admission into the common school course. Manual training, agriculture, nature study, sewing and cooking are clamorous in their appeals.

Sewing and cooking make a sensible appeal to only about one-half of our pupils at the very most, and are therefore not entitled to admission to the common course. As for nature study and agriculture, aside from the fact that in teaching the latter you are teaching the elements of a particular vocation, which violates one of the principles underlying our common school course, a disregard for which opens the door for a dozen other subjects each with equally strong claims, aside from this I say, both nature study and agriculture in their very nature rest upon a purely local environment. There is no universal feature to their content that can

make them applicable in anything like a general sense. Their content must vary with the time of year, with latitude and with altitude. They cannot then contain a constant, invariable content which should be presented to all children alike. As for manual training it is not entitled either as a tool subject nor as a content subject to admission into this course. Its sole function educationally, so far as I can see, and I do not minimize its importance in this respect in the least, has been confined to calling our attention to the existence of some very strong child instincts, which can be appealed to by certain methods, resulting in interest, effort, knowledge, and skill. These methods I hold are applicable to all subjects; these instincts are at the command of the teacher in presenting any subject.

This brings me to the second of the headings which I am now considering, namely, method.

I can see no objection to the suggestion offered that alternation of subjects be resorted to for relieving a congested course. In fact the thing is already in actual practice, not only in our elementary schools, but in our high schools and universities as well. A subject is very frequently given for two periods per week alternating with another which is given three periods. It is possible that this form of alternation might be improved by giving each of the subjects five periods per week, one of them for two months and then dropping it and taking up the other for three months. This, to be sure, would not reduce the total amount of work to be done, but it would recognize the fact that the human mind works to greater advantage when allowed to concentrate its energies for a given time on a few subjects, than it does when kept constantly flitting from one subject to another.

An ideal method is one that results on the pupils' part in interest, effort, knowledge, and skill. To do this most effectively it must appeal to the child's instincts—native or acquired. The general trend of our advance in method today is in this direction. How a child ought to learn a thing does not concern us so much as it did our fathers; how he will learn it is the living question. Some of the subjects, geography for example, are being put upon this basis and the results seem to justify the innovations that have been made in the teaching of it. But this must be remembered, to put some subjects upon an interest basis and try to teach others upon some other basis is going to work disastrously so far as the non-interest subjects are concerned. The child's efforts will follow his interests just as surely as he is a child. It doesn't take much of a seer to tell you what's the matter with some of the essential subjects today. Let me repeat what I said a while ago about manual train-

ing. Its sole function, educationally, so far as I can see, and I would not minimize the importance of this function educationally in the least, has been confined to calling our attention to the existence of some very strong child instincts, which can be appealed to by certain methods, resulting in interest, effort, knowledge, and skill. These methods, I hold, are applicable to all subjects; these instincts are at the command of the teacher in presenting any subject. Having admitted this principle for some subjects there can be no satisfactory results educationally until we allow it for all. I realize that this is no easy problem, but it is the easier of the two. It is far easier to direct a current than to turn it back upon itself. Let no man think that this means that the child is to be relieved of all effort, all hard toil. Far from it. Children will work harder and for longer hours when they are interested than when they are forced. Slavery was both a moral wrong and an economic waste. The workman acted from an outward compulsion, not from an inner motive. To do things you do not want to do, from higher inner motives such as a sense of duty, or honor is strengthening; to be made to do what you do not want to do is weakening, degrading.

The essentials of this method, so far as I can discover them, seem to be interest, present functioning, varied expression, physical activity, the laboratory method, the actual doing of things worthy to be done now from the child's standpoint, rather than being told about how to do things, learning formulas for doing things, getting ready to do things, but never doing them. It involves too entirely new ideas of class-room discipline, order, cooperation of pupils, communication, etc. Look at bookkeeping in the grades; compare the work done with that of the business college under this new method. Or physics in the high school as taught through reading Steele's physics, and the work of the modern laboratory when properly used. Gentlemen, this is your problem. Its solution will require courage, originality, ability. It must come, it is true, through a process of evolution largely, but the directness and speed of that evolution will depend very largely upon your conscious efforts.

I believe that our ordinary drill work is entirely at variance with the essentials of this method. Drill as applied to content subjects generally concerns itself with fixing in mind certain facts; as applied to tool subjects, it seeks to fix certain habits of mind or of muscles. It has five features: Repetition of the bare fact or rule of action for the purpose of fixing it in the memory; memorization of a logical structure or arrangement of bare facts; the use of rhythm, rhymes, rules, and tables for the purpose of fixing the facts or rules of action in memory; analysis of problems and cor-

rection of wrong usage; and repetition of the use of the facts or rules of action.

In general, I believe that we are at fault when we emphasize as we do the memorization of bare facts or rules of action through repetition in the statement of those facts or rules of action. The theory that this is the most effective and most economical method I hold to be false. Mere statement and re-statement of the facts or rules of action take no hold upon the instinctive nature of the child. I hold that it is more effective and equally as economical to employ the fact sought to be fixed in some way that shall make an appeal to the constructive, imaginative, or other instincts. I hold that the true method of fixing habits of mind or of muscles is through the repetition of such activities as they involve, not through the memorization of the rules, tables, combinations, or conjugations which set forth directions for those mental or muscular habits. Actions, not knowledge, beget habits.

Our work in the introductory or preparatory stages of the study of content subjects has made great advances over what it once was. The giving of a great mass of interesting, live material bearing upon the subject to be taught, material involving much of detail, much of incident, much of the non-essential is coming into general use. But when it comes to the fixing of the essentials of these subjects, the tendency is to revert to drill, employing some one or more of the five features which we have enumerated above. Such work if pursued to the point of effectiveness, can never harmonize with the doctrine of interest. It takes no hold upon the instinctive nature of the child. He prefers to stay in the introductory field. Our failure to develop this second stage of instruction adequately, in accordance with the doctrine of interest, has been one of the chief causes of the lack of definite, measurable results in our common subjects. We thus find the same conflict existing between the content and formal phases of the instruction in the same subjects as is found to exist between the subjects that have been put upon the interest basis and those that have not. A conflict which in the former case results in hazy, ill-defined ideas, and in the latter in inefficient, inaccurate habits. The cause is the same in both cases, for while children can be forced to give lip service by some form of external stimuli, yet where their interest is there will their hearts and efforts be also and always.

The third and last of my headings is the teacher. All that I wish to say in this connection is to make a plea for departmental work, because I believe it makes far more effective teaching. The doctrine of interest holds good from the standpoint of the teacher as well as from that of the pupil. Just as the pupil concentrates his real energies upon those subjects of most vital concern to him,

to the neglect of those subjects in which he is not interested, so the teacher compelled to present a number of subjects throws all of her enthusiasm and spirit into the teaching of those subjects which because of her taste and capacities appeal to her most forcefully. The result is that here we have a class or a school of one teacher well up in geography, history, and literature, but woefully lacking in arithmetic, writing, and spelling, or the reverse of this. The subjects can all be put upon an interest basis for the child, but this involves so much of planning, preparation, and concentration of attention on the teacher's part, that she must not be expected to do so for more than one or two subjects. Where subjects are not put upon an interest basis there is little or no gain to be had from departmental work. This will account for some of the failures of the system. For a mere taskmaster the old system is an ideal one. For subjects placed on the interest basis, however, the gain is immense. This accounts for the success of special departmental teachers in manual training, drawing and the other new subjects which have been untrammelled by the traditional methods, and have been able to make a direct appeal to the child's interests. The plan has been tested and it works. Let us have more of it.

There are administrative and economic objections to having perambulating teachers going from school to school, subject to nobody. Let every school be complete in itself; let all the instruction in it be subject to the principal's criticism and suggestion; let each subject or pair of related subjects be cared for by a teacher, who through her individual taste, capacity and training, is best fitted for handling of it. Then, and not till then, shall we be able to say that we are giving the essential subjects the same measure of attention as we are now giving the subjects of only secondary importance.

When the chief concern of the State educationally has been provided for through the presentation of the above course and in accord with the above methods whatever time and funds remain may very profitably be expended in giving the child additional training, both in additional subjects and in additional matter of these subjects, that for each child being determined by his individual taste, capacity, educational destination and probable future vocation. In this work it is desirable that a large measure of option and election be allowed the child and his parents in planning his course. Our present plan of admitting all subjects that apply and requiring all children to take them ought to be abolished.

SAM. W. BROWN,

San Jose, Calif.

Language and Composition

One aim of education is correct thinking. Composition is training the child to *think* and to express his thoughts in good English. As reading should be from the first a thought getting process, so composition should be always a thought expressing process. Even the formal drill for *fixing* certain forms in language should have a thought content. The teacher therefore must stimulate or awaken thought in the child before asking for its expression. The expression of the thought leads to greater clearness, so reforming and recasting the sentence, paragraph, or composition gives better language and clearer thought. Correction is therefore an essential part of composition. It must, however, be only such as will help the child to better self-expression. Suit the corrections to the age and development of the child.

Essential to composition are meanings of words, sentence structures, thought, and motive or incentives for expression. The child learns oral language largely from what it hears, therefore must the teacher be a model of correct speaking. Written language is to a great extent an imitation of what the child reads. Thus is every reading lesson a teaching of composition. To be effective the child must be made observant of the meaning of words in their context, of the construction of sentences. The child must observe the unity of a good sentence, then the unity of a good paragraph, and later the unity of a good selection. As he thus thinks in its completeness the thought of another he acquires completeness in his own thought. What he learns in his reading lesson of sentence and paragraph structure he applies in his study of history and geography. And what he learns from these subjects reacts upon his own thought and expression. Since we think in language as it sounds to us, good oral reading is of utmost importance. And since we think in sound, reading aloud is the best method of correcting composition. Avoid all reading matter which contains bad grammar, such as dialect. Drill in correct forms till they *sound* correct to the child, then as he reads his composition aloud his ear will detect errors which would escape memorized rules of technical grammar.

The child acquires thought from all the subjects which he studies in school, therefore must all subjects be drawn upon for composition material. Even in arithmetic, instead of giving the children always examples from a book they should often be required to make up their own examples and word them well. Before writing, the child should think his subject through and through, stimulated by questions from the teacher or by class discussion. He should then arrange his thoughts,

following unconsciously the models that have been put before him in literature, geography, and history. Do not check freedom and originality of thought by over-criticism, but on the other hand, do not allow the writing to become crude by haste or indifference. Mere volubility from tongue or pen is not in itself a virtue; both thinking and expression need guidance.

Motives for expression is of utmost importance. Per cent., grading, promotion, scolding, and adverse criticism never lead to best effort. With most children, particularly the younger ones, the teacher's approval is a great incentive. Hearty appreciation of the good leads to the better. An appreciative audience is perhaps the greatest stimulus to a speaker or writer. The child may not have an audience for everything he writes, but if the teacher and class are occasionally his listeners then other written exercises take on new interest as preparation for such audience. If the effort is an honest one, something may always be found to commend, and correction must be helpful to the child in better thought and expression.

ORAL COMPOSITION.

In the lower grades the composition should be largely oral, the written work increasing as a child advances from grade to grade. In the upper grades oral composition in large part takes the form of recitation. Correction in language should be made by quietly suggesting the right form and not by stopping the child's thought for a lecture on technical grammar. With a nervous or timid child the correction is best made at the close of his recitation. Occasionally exercises may be given for the express purpose of oral composition, subjects being assigned to look up and present to the class in talks. The subjects should always be such as will interest the listeners, thus the speaker has an attentive audience. Debates may give practice in speaking. Children must be taught the use of authorities, and reference books, preparation and arrangement of material, discrimination between argument and mere assertion, the difference between clear, forceful language and mere bombast. Debate unguided often controverts its own purpose.

SUBJECTS FOR COMPOSITION.

Pictures are good subjects for composition, especially for young children. Teachers must be skillful in leading children to a correct reading of a picture. We all read print, comparatively few read pictures. The exercise may be merely to describe what is seen in the picture or to make a story suggested by the picture. When

children are slow to begin the work, the teacher should be ready to suggest several lines of treatment, then ask each child to invent his own. A general class lesson may be given from a picture large enough to be seen by all. Small pictures pasted on cards are distributed to the class and each child holds up his picture as he reads or tells the story.

A story is read or told to the children. They reproduce the story as told, tell it with some modifications of incidents, or make a similar story of their own. Mere paraphrasing is not a good exercise in composition.

Nature study from plants, animals, outdoor geography, school gardening, experiments and observations and visits to commercial and manufacturing establishments will give most interesting thought for expression. Observation here forms a basis for both writing and drawing.

Geography is full of good composition subjects. These should generally take the form of letters from points of travel. The mere skeleton of facts given in the text book should be filled out from supplemental and parallel reading. The teacher should be always ready to suggest incidents that will give spice to such letters. Good letters of travel should be read to the class.

Reading and literature offer many good subjects. These are particularly useful for oral expression as a means for testing the power of silent reading. Attention must be constantly called to choice of words, structure of sentence and paragraph, paragraph topics, and relation of paragraph topics to each other. Abstracting a prose selection tests the child's grasp of the thought. Character sketches, expanded descriptions or stories following the author as a model, all give power of thought and language. Current topics offer much of interest. A committee for each day or week may be appointed to inform the class of important events; their reports may be oral or written on the blackboard. Or a current topic paper may be prepared, editors being appointed for each week. This subject requires skillful handling; the teacher should possess an elementary knowledge of political economy and international law. Current history needs *interpreting* to be of any value to the children. Such work is recommended for the grammar grades.

The forms of business and social correspondence should receive much attention in the proper grades. These are the two forms of written composition which will be most used in after life. Our work is not to produce men of letters.

Much composition should be based on the parallel reading from history and geography. Half of the class may write at the board while the others write on paper.

Not everything the child writes need be corrected by the teacher. Encourage the children to find and correct their own errors before

submitting to the teacher or to another pupil for criticism. Oral correction is most effective. Point out a few typical errors in several compositions, then have children look for similar ones in their own or their neighbor's work. Do not fail to comment excellence.

The following steps should be kept in mind as the aim of all good composition training:

1. Full reading, thought, and collection of material.
2. Selection and arrangement before writing (outlining).
3. Free and spontaneous writing.
4. Careful criticism and revision.

Most teachers aim at the third step, omitting the preparation. Many omit the fourth step, thus failing to make the pupil a self-critic. Some try to make the third and fourth steps simultaneous, thus making the child self-conscious and the style stilted. The four steps are all necessary for the best originality. Constant attention should be called to the qualities of good writing in history and literature. As the child learns to analyze the author's thought and perceive its arrangement, he masters the art of study and this reacts upon his own power of thought and expression. Thus are all the language arts correlated.

T. L. HEATON.

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Julius Caesar

(The following questions and suggestions were prepared by Mr. Heaton for Eighth Grade teachers of San Francisco):

1. Who is the hero of this play?
2. Why is the play called Caesar and not Brutus? (Compare the naming of Evangeline, Miles Standish, Rip Van Winkle, etc.)
3. Around whom does the action of the play center? (Compare as above.)
4. Does Caesar's part in the play end with his death?
5. What are the chief characteristics of Caesar? Are we reconciled to his death?
6. Does Caesar brag too much?
7. Why did not the conspirators kill Caesar at his house? (Act II, Scene II.) Why did they prefer the Senate Chamber? (Compare the killing of Lincoln.)
8. What motives actuate Brutus in this play?
9. Do the same ones actuate him throughout the play?
10. What qualities in Brutus lead to his death?
11. Are these triumphant, even in death?
12. What was Brutus' feeling toward Caesar?
13. Does that feeling change during the play?
14. Is Brutus consistent in his thought and action?
15. What is Brutus' relation to Cassius?

16. Is he always open and above board to Cassius?
 17. Is Cassius always frank with Brutus?
 18. What are Cassius' leading motives in the play?
 19. His reason for disliking Caesar?
 20. Is he a true friend to Brutus, or does he attempt to make a tool of Brutus?
 21. Which is the abler man?
 22. Which the better man?
 23. Was Mark Antony a friend to Caesar, and did this friendship actuate him more than his own ambitions?
 24. Which was the abler man, Antony or Cassius?
 25. Which the better soldier?
 26. What admirable qualities do you find in Antony?
 27. Which do you like better, Portia or Calpurnia? Why?
 28. Which was most ruled by his wife, Caesar or Brutus?
 29. Did Portia know of the conspiracy? If so, how did she learn of it?
 30. Was Portia worthy of Brutus' confidence?
 31. Did she approve of his action?
 32. Trace the ebb and flow of passion in the quarrel scene.
- What characteristics of the two men are brought out?
33. How many times does Caesar's spirit appear?
 34. Does it determine the fate at Philippi?
 35. Do Brutus' good qualities persist to the end?
 36. How is respect shown for him by both friends and enemies?
 37. Does his death affect you as did Caesar's?

Before beginning the play read to the class the story from Lamb's Tales from Shakespeare. Give children enough of the historic setting to understand the play. Do not begin the play by a study of the historic Caesar. They are to study the *Caesar of Shakespeare*. Two points of view at once confuse. Any historic corrections of Shakespeare may be given at the completion of the play, not at the beginning.

Questions similar to the above may guide the children in character study. Train them to suspend judgment 'till all the evidence is in.

A small note book may be kept in which each question is entered at the top of a page. Below enter all references bearing on the question, giving act, scene, and line; thus, III, 11, 127. When the entire play has been read, and references cited under each question, review each question, consulting all the references, reconciling apparent differences and discrepancies and draw conclusion. These questions will make excellent composition subjects.

After the reading of each act or long scene it may be reread, assigning parts. Each pupil will make special study of his character so as to represent it in his reading.

Books and Magazines

A Philistine has no enthusiasm except perhaps a selfish one. A Philistine has his whole mind occupied with the narrow interest of some minute province; he is thinking all the time of his "deestriect." The Philistine class is found in all callings from the pulpit down to the humblest vocation of the people. The teacher profession is of such a kind that it tends to develop many phases of Philistinism. The teachers of a second and third rate city are apt to suppose that their methods and practices in the matter of discipline and instruction are the only true methods. They hear of different methods at first with a smile of incredulity or with laughter and derision. There is no cure for this Philistinism except contact with large bodies of the profession representing all manners of different provincialisms. It is the attrition of one kind of Philistinism against another that helps rid one altogether of the disease. The good mother of the family who went from the rural town in Maine to Boston to see her son who had become a teacher in one of the public schools there, wrote back to the old father of the family, whom she left on his farm, describing her dazed state of mind at which the infinite variety of persons and things had brought her, and wound up with: "I declare, I don't see how so many people can bear to live so far away from home." Frank B. Sanborn tells of a neighbor of his in New Hampshire in the early days, a smart boy who traveled on foot into the Canadian provinces as far as Quebec. On his return he sat on the oracle's tripod by the side of the grocery door, an empty flour barrel, and entertained the boys who had lived all their lives within the hearing of the village church bell. His spirit had been more or less dashed by the strangeness of the manners and customs and language of the people across the border, and he was trying to recover his self-respect by assuming that the standard of his own village was the true substance of civilization, and that all other manners and customs and language must be absurd departures from it: "You ought to see the ridiculous ways in which they do things, and hear the absurd lingo which they talk up there. What do you suppose they call a cap in Quebec?" "What was it, Jake?" "Why, they call it a shap-poe; why, don't they call the darned thing a cap and done with it."

Tennyson's hero in "Geraint and Enid," finding himself in a region of Philistines who are wholly possessed of the idea of the tournament that is to take place soon (a contest against a knight of great skill, but withal unscrupulous and selfish),

delivers himself of his spleen against the Philistinism of the place which has no word except "the sparrow-hawk" for the idea which occupies the thoughts and minds of the whole population:—

“ A thousand pips eat up your sparrow-hawk!
Tits, wrens, and all wing'd nothings peck him dead!
Ye think the rustic cackle of your bourg
The murmur of the world!”

Almost amusing as this are some features of Philistinism which one encounters at the National Educational Association—the grand market fair of the school masters and school marms. But it is the event of the year to these Philistines to meet others of their kind whose absurdity they can see and enjoy, and all of the year they are occupied in seeing their own provincialisms in the light of the public opinion of the great body of the Association. The lesson of the week of the Association continues to work its modifications upon them through all the days of the year.

There is no place where the teacher learns so much with regard to the strong points that really may be urged in favor of various methods of teaching and discipline that he may have been seeing and practicing since his school days, but without reflection, taking the method as if it were common to mankind, as sun and air. At the Association he hears of entirely different methods, and he listens to an earnest debate on the part of leaders in pedagogy who defend some the old view and some the new view, and each one of them gives new thoughts as to the rationale of the method which he favors, and forthwith the method and the reasons for it begin to take hold on the thoughts of our Philistine.—*The Journal of Education.*

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A short time ago we ventured to ask the parents of boys now at school in England to consider the prospects of those of their boys who will have to make their own way in the world, and to compete, when they offer their services to those who are able to pay for work, with boys trained in America or in Germany. We pointed out that wherever in the world good work is wanted men trained in other countries compete for it with men trained in England and that even the English market cannot be closed against them. We have since then had evidence that a good many fathers and mothers think our view of the prospect

**Parents and
School-
masters**

fairly correct, and that some of them would like to know what they can do towards improving it. Little can be done for boys now at school by any efforts to influence the authorities who control schools—either the Board of Education, the local bodies, or the governors of public schools. All such authorities move slowly, and only as a result of a pronounced and definite public opinion. The man or woman whose son is now at school hardly wants to wait until the system has been improved. A good many parents, too, find it hard to test or check off what the school is doing for their boy. The lessons are in subjects in some of which the parents are not on their own account much interested, so that there would be a difficulty in their plunging into the actual work of the lessons to see how the boy is getting on. But any father or mother who really cares about it can give the schoolmaster a great deal of help by taking a comparatively small amount of trouble. Part of the business of the schoolmaster is evidently to help the boys to get into the way of thinking about what they see and hear and of expressing themselves clearly. It is not hard to find out whether this part of the work is being carried on with profit. The boy has been to see something that has interested him—a show, a play, or a cricket match. If his schooling is what it should be, he ought to be able to sit down and write a short letter describing what he has seen. To find out whether he is being taught to write nothing more is needed than to read the letter. It will be found that in too many schools teaching to write is supposed to mean merely practicing handwriting. But it ought to include teaching the boy how to put on paper what he has in his mind. If this is not part of the course, the parents ought certainly to let the schoolmaster know that the course has a serious defect. Perhaps this is at present the weakest point in half the schools of England: that the boys are not taught as one of the regular lessons to tell a plain tale in their mother tongue. Yet that is what ought to be meant by lessons in the English language.

We have suggested the simplest way of testing what the school is doing because, if parents would take the small amount of trouble involved in it, the schools would improve at once. The schoolmasters themselves are for the most part sensible men, and would agree that boys should be taught to express themselves easily and clearly in their own language. But, they would say, that means a good deal of time and the lesson hours are already filled up. Then comes the parent's turn, for he will find that the other parents will agree with him, and that, provided they consent, the schoolmaster will put a regular writing lesson in the sense here explained into the time-table. The little boys ought to be made to tell their tale by word of mouth without writing it, a practice which will make the beginning of written

expression, or "composition" as the schools call it, much easier. We have a practical reason for beginning with something simple. No parent who has not tried it has any idea of the influence which will be exerted on the whole school by his taking a direct interest in his boy's work, even if it goes no further than has already been suggested. The mere fact of his seriously discussing with the master the end and purpose of teaching will stimulate and help the master. We come to a further point, which to find out requires a little more trouble. There is all the difference in the world between the system in which a master who thoroughly knows a subject and is interested in it gives a lesson to his class, and the system in which the boys are set down to learn by rote a page of a school book, and are then "heard their lesson." The one process is an awakening of the mind, the other too often a putting it to sleep. The best part of teaching is the direct intercourse between the master and his pupils, and parents would do well to be jealous of all contrivances for substituting text-books for real instruction. Even in that part of school work which is perhaps the best conducted—the teaching of Latin and Greek—there has been too much scope allowed for the tendency of the teacher to hand over to the pupil what he ought to do himself. There has been for some years a multiplication of annotated editions—many of them excellent—of the Greek and Latin classics read in the schools, and of the English classics too. We suspect that these editions are the grave of true scholarship. The notes distract the attention from the text, which thus never gets consecutively read and never becomes familiar, and the attention is drawn away to matters the greater number of which are mere trifles. The accident of every language has to be learned by rote. There is no escape from that. Of the syntax a few main rules must be explained until they are thoroughly grasped, but the refinements of syntax are learned only by long observation. These elements, the accident and the leading principles of syntax, once learned, the language can be mastered, apart from conversation, which is impracticable with dead languages, only by translation and retranslation or composition in sufficient quantity, composition following at some distance behind reading or translation. We should like to see editions with notes banished altogether from schools, or at any rate kept out of reach of schoolboys, and the lessons given from the plain text. This implies, of course, that the master really knows the language he is teaching. In the case of Greek and Latin at the public schools this is the case. But there are too many instances in which a modern language is taught, at any rate in schools below the first rank, by men who can neither speak nor write it. If you want your boy to learn French at

school, take the trouble to find out whether his French master speaks French.

Above all, a parent should satisfy himself that what his children are taught is kept in touch with reality; that, if they learn a language, they are learning to think and to express themselves in that language; that their geography means to them a knowledge of the world they live in; that their history is the lives of real people, whom they love or hate, admire or despise. If you find that school geography means lists of names, school history summaries of events and tables of dates, and school language mere rules and paradigms, you may be sure that the school is not giving an education that will lead into life. But, if such schools exist, the fault is only in part that of the schoolmasters. The parents who have gone to sleep while the best years of their children's lives have been wasted on the dry bones of nothing are at least equally to blame. Here is the world, full of interest of every sort and full of life; there are near us countries as remarkable as our own, full of people as much alive as our people, with their past as instructive as that of England. To this world and its meaning the school should be an introduction. English schools will perform that function as soon as English parents are determined that they shall.—*The London Morning Post*.

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The superintendent does not by virtue of his office represent the parents, nor does the board of education in every case.

School boards more often owe allegiance to, or form part of, complicated political machines with whom expediency and partisan advantage count for more than intrinsic excellency and conscientious interpretation of the people's educational aspirations and ideals. The superintendent's place in a school system may perhaps be suggested in these four propositions:

He is to be the expert adviser of the school board in technical matters concerning the schools.

He is to be the chief executive officer of the board in everything pertaining to teaching.

He represents the parents in so far as he consults local conditions and needs in the making of the program of studies to be pursued in the schools.

As a professional educator he is to be responsible for the efficiency of his teaching corps and the promotion of cordial and

helpful relationships between himself and his principals and other representatives in the system.

The fundamental fact is that the responsibility for the education of children rests primarily and finally upon the parents. Next to these the school community is accountable for the proper bringing up of its junior members. Next comes the central organization of the allied communities, which usually takes the form of a board of education.

It is with the readjustment of the rational order of educational responsibility that the past year has been especially occupied. Parents have given voice to their wishes in the reorganization of courses of study and the arrangement of the school day. A halt has been called to the uneducational consolidation of reasonably large schools to unwieldy barracks. Populous towns are beginning to take pride in smaller schools with a home atmosphere about them rather than in crowded centers under militaristic rule. Manual construction, school gardening, agriculture, cooking, and other household arts have been endorsed by public sentiment. Civic associations and other bodies of people interested in the public welfare have labored for practical training in patriotism and instruction in citizenship and the inculcation of noble civic ideals. Parents' meetings have proved their usefulness and are approaching the point where some form of organization will become necessary; the day of the organized school community is at hand.—*The School Journal*.

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The spring of 1904 marked the beginning of the Batavia plan in our city schools. Since that time a new life seems to have come into and taken possession of them. We who are in the work, superintendent, teachers, pupils, and patrons, appreciate the change.

**The Batavia
System at
Ashtabula,
O.**

Any system that classifies pupils by their failures rather than their successes is vicious. The system of exclusive class recitation work necessarily does this, as no time is provided for individual attention, for making up back work or poor work, except before or after school, and this is the time the teacher should have to plan the work for the entire school—to take the time out of a recitation for individual work is unfair to a majority of the class, as it robs them of time that justly belongs to them, neglecting the many for the one, leaving the majority with nothing to

do but to wait. Many of them find something to do to the annoyance of the teacher, and the detriment of the work she has to do; and, as a result pupils, reasonably good in all studies except perhaps one or two, which are below the required per cent., are destined to be classified by their poorest grades. Thousands of boys and girls under the old system have been wronged by being held back in a grade because they failed to make the required passing per cent. in grammar, history, or some other subject. To me this is unfair, unjust. The pupils believe it to be unjust, and many a bright boy and girl, discouraged by this treatment, has dropped out of school forever. Under the Batavia system all this is changed. In the first place as much time is allotted in the daily program for individual instruction as for class instruction, no more, no less. This is the rule.

For example, a seventh year class in grammar; sixty minutes per day is the time allowed on the daily program for this subject. One-half of this time will be used for a spirited class recitation, the other half for study and individual work; the pupil who cannot recite is remembered for special attention during the individual period. No individual work, with slow or dull pupils, during the recitation. At the close the teacher makes the assignment for the next lesson. The next half hour is regular study period for this subject, and the teacher's time for individual work. The pupils needing special attention are called to her desk, one or two at a time, and the reasons for the failures in recitation are found out. One of two reasons will be discovered why the pupil did not have his lesson; either he could but wouldn't; or would but couldn't. If the first, it is a case for discipline; if the second, it is a case for individual instruction. Usually the difficulties of the recitation are cleared up with each pupil in a short time. But be sure they are made clear. Under no circumstances is the teacher to do the pupil's work, but to see that he does it.

The individual period is the real teaching period. The recitation period is more a testing time. Slow and backward pupils are given special attention during the individual period. This makes it possible to classify pupils according to their best efforts by giving them special attention in their poorest subjects during the individual hour. Some one may say that this will unclassify a school. not so. It is the only plan that will classify it.

A case is before me: A sixth grade teacher with forty-six pupils. Lowest grade in arithmetic, grammar, or geography, by the last December report, 72. Highest grade, 91. A gradea

school. In a former December report, by the same teacher: Lowest grade, 20. Highest, 95. An ungraded school.

So far the work has been discussed as carried on by one teacher with one grade. The plan will work nicely with two or more grades to a room. Make individual and class periods of good length, even though the class does not recite every day. Many people have the erroneous idea that the Batavia system requires two teachers to the room. This is not the case. One teacher can care for forty to forty-five pupils better by this plan than by any other. More than that number should require another teacher whatever the plan may be. Large classes, seventy-five to ninety per room, with two teachers, will undoubtedly prove to be the better plan. One teacher doing class work, the other doing individual work only. No changing, each one becoming more proficient in her work.

Our city is building two buildings planned for two teachers per room with a seating capacity for eighty-four pupils, twelve rows of desks, seven in a row, with room for an extra twelve desks. We have at the present time six rooms with two teachers per room, and the arrangement is ideal.

From 95 per cent. to 100 per cent. of the pupils in every well graded and well taught school should be promoted. Classify pupils by their best efforts, not by their poorest. Encourage always. Discourage never. Strengthen the weak places by individual work. By this plan teachers become more interested in their pupils and pupils learn to regard the teacher not as a scolding, nagging old taskmaster, but as a real friend. Under this system the number of cases reported for bad conduct is very many less than for any similar length of time under the old plan. And why should it not be? Lessons are assigned sufficient to keep the brightest busy all the time. By individual work the slow ones are kept busy. If all are busy, all are interested. If interested, out of mischief, and the question of discipline is largely settled. Under the system of exclusive recitation, teachers have been and are spending hours at home evenings grading papers and making per cents. on them, and this time so far as the teacher is concerned is of very little value to her, and as a rule not much more to the pupil. A teacher's time is too valuable to be spent in this manner.

Under the Batavia system it is not necessary to give so many written tests, and when given the manuscripts should always be corrected and marked by the pupils themselves under the direction of the teacher at her desk, during periods of individual instruction. One set of papers corrected and graded by this plan is worth more to teachers and pupils than a dozen by the

other arrangement. Our teachers are unanimous in their approval of the working of the Batavia system.—Supt. R. P. Clark in *The Journal of Education*.

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It will be useful to point out the characteristics of a really modern schoolhouse according to the latest plans adopted.

A Modern Schoolhouse 1. The house has only two stories above a finished basement, which is itself about three-fourths above the yard on at least three sides.

2. It is strictly fire-proof—walls, ceilings, partitions, stairs, and roof. It is doubtful if a fire started anywhere in such a school building and left to itself would continue to burn. It would go out from lack of combustible material.

3. The building is perfectly ventilated by currents of pure air forced by a power fan.

4. The furnace is so built that the coal is fully consumed and the chimney is smokeless.

5. The air of every room is automatically kept at a constant temperature (in cool and cold weather), say 70 degrees.

6. The basement contains two sets of bathrooms, in number adapted to the location and size of the school.

7. Two large basement rooms are fitted with suitable apparatus for play and physical culture, and contain such appliances as weights, wands, clubs, hanging rings, vaulting and turning bars, and provision for basket ball.—*The Journal of Education*.

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Among the faults in teaching are these:

- Weakness in Geography Teaching**
1. Too much talking by teachers without a purpose.
 2. Lack of definite aim in teaching. "What do I propose to teach in this recitation?"
 3. Failure to make use of the blackboard, map and globe.
 4. Too much dwelling upon trivial details, such as comparatively unimportant cities, rivers, events, etc.
 5. Dependence upon the text-book.
 6. Lack of interest and enthusiasm on the part of the teacher.
 7. Lack of broad and accurate scholarship.—*Indianapolis Course of Study*.

**From
Walt
Whitman**

“There was a child went forth every day,
And the first object he looked upon and received
with wonder, pity, love or dread, that object
he became,
And that object became part of him for the day,
or a certain part of the day, or for many
years, or stretching cycle of years.
The early lilacs became part of this child,
And grass, and white and red morning-glories,
and white and red clover, and the song of the
phœbe bird,
* * *

And the school-mistress that passed on her way
to the school,
And the friendly boys that passed, and the quar-
relsome boys,
And the tidy and fresh-cheeked girls, and the
barefoot negro boy and girl,
And all the changes of city and country, wher-
ever he went.

* * *

His own parents,

* * *

The mother at home, quietly placing the dishes
on the supper table,
The mother with mild words, clean cap and
gown, a wholesome odor falling off her clothes
as she walks by;
The father, strong, self-sufficient, manly, mean,
angered, unjust,
The blow, the quick loud word, the tight bargain,
the crafty lure,
The family usages, the language, the company,
the furniture,—the yearning and swelling
heart,
Affection that will not be gainsayed,—the sense
of what is real,—the thought if, after all, it
should prove unreal,
The doubts of daytime and the doubts of night-
time, the curious whether and how,
Whether that which appears so is so, or is it all
flashes and specks?

* * *

These become part of that child who went forth
every day, and who now goes, and will always
forth every day.’’

Western School News

MEETINGS

Summer School, University of California, Berkeley, Cal., June 24 to Aug. 5, 1905. Dean, Dr. Ernest Carroll Moore.

California State Teachers' Association, Berkeley, Cal., last week in Dec. James A. Barr, Stockton, President; Mrs. M. M. FitzGerald, 405 Fillmore Street, San Francisco, Secretary.

Northern California Teachers' Association, Red Bluff, November 1, 2 and 3. J. D. Sweeney, Red Bluff, President.

Southern California Teachers' Association, Los Angeles, Cal. Week before Dec. 25th. President, J. D. Graham; Miss Alice Frazier, Santa Ana, Secretary

Program of the Educational Congress

August 28 to September 2, 1905.

Sessions will be held in the auditorium at the Lewis and Clark fair from 9 to 12 A. M., daily, and with possibly evening sessions to be announced later. It is the purpose of the committee to allow as much time as possible for discussion of all matters formerly presented in the congress, and it is hoped that these discussions may be of great value. Afternoons will be left open to afford teachers an opportunity to visit the exposition. Sessions will be opened daily by some attractive musical exercise.

August Twenty-eighth.

Concert by the Exposition Band.

Convocation Address.—Hon. W. T. Harris, United States Commissioner of Education.

Address—"Unsettled Questions in the Organization and Administration of Schools," Hon. A. S. Draper, Commissioner of Education for the State of New York.

August Twenty-ninth.

General Department.—Elementary and Secondary Education, including the Kindergarten.

Address.—"The Problem of Classification," Mr. Frank Rigler, City Superintendent of Schools, Portland, Or.

Address.—"The Educational Situation in Idaho," Pres. Jas. A. McLean, State University of Idaho, Moscow, Ida.

Address.—"Education in a Democracy," Mr. F. Louis Soldan, City Superintendent of Schools, Saint Louis, Mo.

August Thirtieth.

General Department.—Normal Schools and the Education and Training of Teachers.

Address.—"Social Conditions and Elementary Education," Prof. A. H. Yoder, Dept. of Pedagogics, State University of Washington, Seattle, Wash.

Address.—"The Making of a Teacher for a Republic," Prof. M. B. Brumbaugh, Dept. of Pedagogics, University of Pennsylvania, Philadelphia, Penn.

August Thirty-first.

General Department.—The Extension of the School House in the Large City, and the Problem of the Rural School.

Address.—“The Problem of the Rural School,” Hon. J. H. Ackerman, State Superintendent of Public Instruction for the State of Oregon.

Address.—“The Adult Education and the Extension of the School House,” Prof. H. M. Leipziger, Supervisor of Lectures in the Public Schools in the City of New York.

September First.

General Department.—Technical and Industrial Education.

Address.—“The Higher Agricultural Education,” Pres. A. E. Bryan, Washington State College, Pullman, Wash.

Address.—“Education in Reference to Our Future Industrial and Commercial Development,” Hon. Howard J. Rogers, Assistant Commissioner of Education for the State of New York.

Address.—“Manual Training,” Prof. H. M. Leipziger.

September Second.

General Department.—Colleges and Universities.

Address.—“Education and the State,” Pres. P. L. Campbell, State University, Eugene, Oregon.

Address.—“The Relation of the Pacific Coast to Education in the Orient,” Pres. Benjamin I. Wheeler, University of California, Berkeley, Cal.

Address.—“Education for Efficiency and the Demands of Modern Business,” Prof. Samuel McCune Lindsay, Wharton School of Finance and Commerce, University of Pennsylvania, Philadelphia, Pennsylvania.

* * *

High School Teachers Meet

Teachers of English in the high schools and other preparatory schools of the State held a conference in North Hall on the university campus Berkeley, July 16, about a hundred teachers being present. The consensus of opinion at the conference was that a movement should be begun for the segregation of composition from the study of literature. The matter of giving high school pupils adequate instruction in composition has long been a troublesome question in high school, the teachers of English literature objecting to the program, which obliges them to teach composition, in addition. At the conference today the teachers united in recommending that the branch of work be given to different teachers. As a result of discussion regarding the work of the grammar schools in preparing pupils for high school work, President Penfield will appoint a special committee to consider the matter from all points of view, which committee will report to the California Teachers' Association at its meeting in Berkeley in December.

NOTES

Supt. Tillie Naomi Kruger of Plumas County is making a trip to St. Louis and other eastern and northwestern places.

The State Board of Education will meet August 5th. It is expected that the State Text-Book Committee will have reached a decision in reference to text in grammar and physiology.

P. W. Smith, ex-Supt. of Placer County is in charge of the California Educational Exhibit at Portland, Oregon, vice Robt. Furlong, resigned.

Dr. Terman was elected principal of San Bernardino High School, not City Superintendent as stated in July number. F. W. Conrad is the City Superintendent of Schools.

Supt. of Public Instruction, Thomas J. Kirk, will be present and deliver an address at the opening of the Union High School at Melrose, August 14.

Miss Anne More, Miss Josephine Batchelder, Miss M. N. Smith and Percy E. Davidson have resigned from the State Normal School at San Diego, and W. C. Crandall, Harriet H. Godfrey, Miss Annie Billings, Miss Emma O. Lamb were elected to take their places.

D. R. Augsburg, the author of Augsburg System of Drawing, has been engaged in lecture work at eastern summer schools. His books on drawing have been adopted in every county but one in the State of Washington.

Carrie Shaw Rice, the well known poet and principal of one of the schools of Tacoma, is visiting friends in Oakland.

Geo. W. Wright has been elected principal of the Pacific Grove High School.

Prof. T. J. Penfield, formerly of the Sonora High School, has been elected principal of the Vallejo High School.

Herbert Bashford, the well known lecturer and poet, is engaged in Institute work in Washington. He will return to California and fill a number of dates here later in the season.

The County Board of Education of Sonoma has adopted a number of excellent rules governing the accrediting of schools and teachers.

E. E. Cave, formerly of St. Helena, has been elected principal of the Haight School, Alameda.

The officers of the N. E. A. for 1905-06 are: President, Nathan C. Schaeffer, Pennsylvania; vice-presidents, William H. Maxwell of New York, Miss N. Cropsey of Indiana, J. H. Hineman of Arkansas, Ed Svaught of Oklahoma, John H. Riggs of Iowa, Joseph O'Connor of California, D. B. Johnson of South Carolina, J. A. Shawan of Ohio, H. O. Wheeler of Vermont, J. Y. Joyner of North Carolina, J. W. Spindler of Kansas, J. Stanley Brown of Illinois; treasurer, J. M. Wilkinson of Kansas; secretary, Irwin Shepard of Minnesota.

President Wilson of Princeton University, in his address before the Michigan teachers at Ann Arbor, said: "A liberal education results in what I may call a political mind. It is the mind which will give and take, which will compromise, which is willing to listen to another man's plan, which secures concerted action and makes progress."

The City of Los Angeles, Cal., will issue \$780,000 of school bonds on a vote of more than ten to one. There are \$260,000 in high school bonds, which were voted 2,467 to 297, and \$480,000 for new grammar school buildings, voted 2,576 to 192. It would not be easy to duplicate this experience of Los Angeles. The school sentiment is dominant, which speaks well for the people, for the teacher, for the school board, for the superintendent and his associates. Of course there was no organized opposition, upon which the city is to be congratulated—*The Educator-Journal*.

Supt. W. H. Langdon and Percival Dolman, who performed great service for the City and County of San Francisco in securing the next meeting of the N. E. A., have returned to the city, and are now engaged in the work of preparing for the opening of the schools on August 14th.

Miss Jennie L. Thorpe, the author of "California, Queen of Old Columbia," the famous school song, is receiving many testimonials on her song. State Supt. Kirk and others have highly endorsed it. Send 10 cents for sample copy to Jennie L. Thorpe, Dos Palos, Merced County, Cal.

Mr. Gregg, author of the Gregg System of Shorthand, which has been so successfully taught by the San Francisco Business College, has been visiting the coast.

W. C. Doub has written a history of the United States that is new. A special review will appear in the September issue of the *Journal*. This history has been adopted in a majority of the counties of Washington, and it has in it the elements that will make it the most popular and teachable school history published.

Supt. T. O. Crawford has filed his annual account of the Teachers' Annuity and Retirement Fund. There has been \$13,740.25 paid in and \$8,235.14 paid out, leaving a balance of \$5,405.11.

San Diego City has voted \$135,000 for a new high school building.

Citizens of Berkeley have started a private school where the children whose parents are opposed to vaccination may be educated.

* * *

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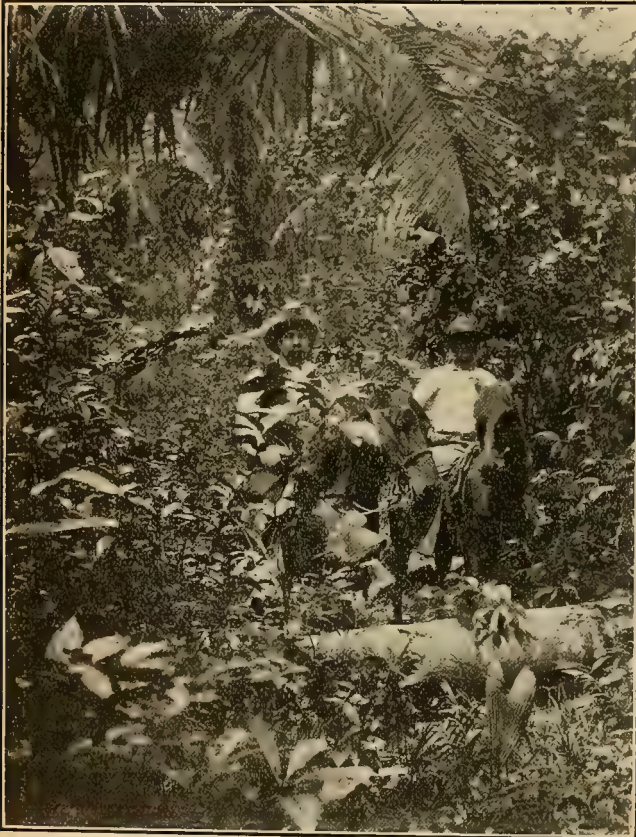
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The Western Journal of Education

September, 1905

CONTENTS

	PAGE
EDITORIAL	673
<p>Too Many Diseased Children—Celibacy in Education—The Training and Certification of High School Teachers—An Educational Comparison—A Word to the Superintendent—"Fads and Frills" from the Taxpayers' Point of View—How Shall Ye Know Their Fruits?—The School City: Its Plan and Its Success—The Batavia Idea—Be a Rogue—Experiments in Education.</p>	
EDUCATION FOR EFFICIENCY. <i>William H. Maxwell</i>	687
THE PROBLEM OF SCHOOL EXTENSION. <i>Robt. H. Lane</i>	694
THE GREATEST WORK OF THE HIGH SCHOOL. <i>Milton E. Blanchard</i>	698
ETHICAL TRAINING IN SCHOOLS. <i>J. A. McLaughry</i>	701
RECENT PROBLEMS IN AGRICULTURE	705
NATURALIZE THE COURSE. <i>T. L. Heaton</i>	709
THE COURSE OF STUDY. <i>T. L. Heaton</i>	711
BOOKS AND MAGAZINES	713
<p>Echoes of the N.E.A. From President Roosevelt's Address—The Immigrant Child—Secret Societies in Secondary Schools—Compulsory Education and Child Labor—Fighting the School Desk—How Teachers Fall Behind—National Education—The Growth of Co-education—What Scientific Farming Does—The Qualifications of the Teacher—The Money Value of an Education—What a Teacher Should Read.</p>	
OFFICIAL DEPARTMENT. <i>Thomas J. Kirk, Superintendent of Public Instruction</i>	723
<p>State Board of Education Meeting—Bulletin No. 69—Bulletin No. 70—Bulletin No. 71.</p>	
WESTERN SCHOOL NEWS	737
<p>Notes—Teachers' Institutes—President Dailey.</p>	

THE WESTERN JOURNAL OF EDUCATION
711 MISSION ST., SAN FRANCISCO

Volume X
No. 9

\$1.50 per Year
Single Copy 15c

PUBLISHERS' NOTICE

THE WESTERN JOURNAL OF EDUCATION

is the Official Organ of the Department of Public Instruction of the State of California

PUBLISHED MONTHLY

Entered at the San Francisco Postoffice as Mail Matter of the Second Class
Established 1895.

HARR WAGNER, Managing Editor.

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The Western Journal of Education

SEPTEMBER, 1905

EDITORIAL

It is sometimes said that from thirty to fifty per cent. of the children in our schools suffer from visual defects; from eighteen to thirty per cent. suffer from defective hearing, perhaps as many as eighteen per cent. are mouth breathers, while seventy-five per cent. or more have defective teeth; and it is generally recognized that the age of greatest susceptibility to consumption is the period from 20 to 25—the period immediately following emancipation from the schools. These figures are, of course, more or less conjectural, but they have aroused the public mind, and any evidence which bears directly upon this very important subject is, therefore, of more than usual interest. “I have just been reading a large volume,” wrote Robert Hunter in his book, *Poverty*, “—an English report of several hundred pages—on ‘Underfed School Children.’ It is doubly sad reading to an American who knows that we have not even made inquiries in this country concerning this aspect of poverty. There must be thousands—very likely sixty or seventy thousand children—in New York City alone who often arrive at school hungry and unfitted to do well the work required.” The health authorities of New York caused an examination to be made into this matter. It led them at once to a general physical examination of a certain number of children, including all kinds of diseases, bad nutrition, nervousness, enlarged glands, condition of the breathing organs, vision and hearing, and all deformities of the spine or chest. No such examination had ever been there before. The work was done by 100 in-

spectors. Four schools of the primary grade were taken, all of them in the poorer quarters, but the worst quarters for disease were avoided in order that the results might typify conditions generally. The exact number of children examined as announced by Dr. Bigg, was 13,941. The result of the examination was as follows:

Bad nutrition (ill fed children).....	1,092
Swelling in anterior glands.....	2,604
Swelling in posterior glands.....	706
Chorea (nervousness)	136
Cardiac disease	232
Pulmonary disease	204
Skin disease	227
Deformity of spine	118
Deformity of chest	162
Deformity of extremities	210
Defective vision	3,219
Defective hearing	460
Mouth breathing	1,623
Bad teeth	3,314
Deformity of the palate	196
Bad mentality	823
Total requiring medical attention	6,294

The discovery that every other child out of those examined required medical attention has led the health authorities of New York to ask the city to make an appropriation for school inspectors sufficient to make regular monthly examinations of all the children in the schools, whose further duty it shall be to follow up the parents of every child whose physical well being has been disregarded by them.

What is true of the children of New York is perhaps not quite true of the children of our country at large, yet since these were typical schools one shudders to think of the heritage of woe which our generation through its indifference is handing down to the next. Can there be a teacher anywhere who will not at once begin to do all in his power to prevent this awful wasting of the innocents?

We are inclined to smile when we read that the resident Fellows in an English university are forbidden to marry, and memory instantly reverts to the long monastic tradition which is even yet in control of education there. But what think ye, my masters, of the fact that that same monastic tradition obtains in practically all the public schools of the entire United States, or rather did obtain there until the Court of Appeals of New York handed down a decision a few days ago denying the right of the Brooklyn School Board to enforce its by-law to the effect that "should a female principal, head of department, or teacher, marry, her place shall thereupon become vacant." The court held that there was no authority in the School Board to make or enforce any law at all on the subject, and so put an end to enforced celibacy in education in one small section of our country, but it still obtains almost everywhere else. Celibacy in education is an awful thing; it takes the woman out of life to make her a school teacher. It forbids her to have children of her own in order that she may go on teaching other people's children. If she marries, she is driven out of the school room, though the mother and child relation is the very one that should best fit her for the work of teaching. What an unlovely calling this is which forbids the bulk of those who follow it to lead a normal human life! Is it any wonder that most people hesitate to enter upon it, knowing that it involves the taking of all three of the monastic vows, poverty, obedience, and celibacy? What an awful thing it is to follow a profession that one must desert just as soon as she begins to live normally. Yet the work of education is better done by matrons than by vestal virgins, and the time is coming and is not far off either when the married woman will not longer be driven out of the school-room, but will be at a premium there. Dr. Harris seems to think that there are none but celibates teaching now. He says that "no teacher has a right to complain on a socialistic basis if he is receiving a salary, for his annual service, of \$600," since the income of the nation is only \$551.56 per inhabitant. He forgets that the earners number only 47 per cent. of the entire population, and each earner must draw

**Celibacy in
Education**

\$1,173.53 before each individual can have his census share. What the teachers want is not only their full share of the production of the nation, but the same right to spend it in homes and on families of their own that other people have. It cannot but be wrong to keep the teacher from marrying and the married woman out of the schools. Society is harming the children as well as the teachers by requiring that only secular nuns shall teach them.

* * *

Who shall certificate the high school teachers? Several agencies seem anxious to have a hand in the matter in California, and the privilege bids fair to become a bone of contention which may lead to more wrangling than is good for the cause of education. It was thought by some that the County Boards should be empowered to hold examinations for this purpose, though it would have been just as logical to empower them to sit as county boards of medical examiners. No sooner had this wave passed than the State was confronted by another one. The State Board of Education some time ago passed a rule requiring university graduates who seek the high school certificate to qualify for it by teaching for a time in a practice school. As the universities did not create such schools, the rule was temporarily amended by the Board to the extent of permitting this required practice work to be done in a normal school. So far, so good. No well informed person can doubt the wisdom of preparing teachers by having them teach. They simply cannot be trained for their work unless they spend a part of their course in the training school under watchful supervision. One cannot become a physician without practice in the dissecting room, he cannot become a chemist without work in the laboratory, he cannot become an engineer without the aid of field work, and he cannot be made into a teacher until he be given a class. We are a little ashamed to be compelled to repeat such obvious truths. Our excuse is that people who are otherwise intelligent still need to be instructed in this thing.

**The Training
and Certifi-
cation of
High School
Teachers**

The normal schools offered to provide this training temporarily until the universities could prepare to give it. That was magnanimous. It seems that one or two of them are now planning to give it permanently. This, we think, presages harm to the State. It is no more the business of the normal schools to train secondary teachers than to train physicians. They are about as busy as they can well be doing something else—namely, training elementary teachers, of whom more are needed than are now supplied. Their work is fairly well specialized; to train secondary teachers they would require men such as they have not got and cannot get, we mean great specialists in history, mathematics, science, and the languages, who are at the same time specialists in the teaching of these subjects; they need such men; and they need an expensive equipment of buildings, libraries, laboratories, etc., in addition to those which they already possess. The universities already have the men; they need nothing but additional equipment. It is plain that they can do the work at a much lower cost than the normal schools can, and it is also plain that from the nature of their organization they can do it in a much more thorough and scholarly fashion,—if they will only undertake it. The lowering of educational standards should never be permitted. To send students from the universities to the normal school to finish their professional education would soon result in them finishing their professional education without going to the university at all. If the people of California want lower grade high schools that would be an excellent way to get them.

* * *

How does California rank with other States in respect to education? This question is not easily answered, for it is impossible to find uniform statistics of recent date which bear upon all phases of the subject. The subjoined table contains

An Educational Comparison a comparison of the relative number of elementary, secondary and advanced students in attendance upon the schools of the leading States.

STATE	Census Office estimate of total population in 1903.	Total number of Secondary Schools in 1903.	Number of Secondary Students to each 1,000 inhabitants.	Total number of students in higher education in 1903.	Number of students in higher education to each 1,000 inhabitants.	Estimated number of children 5 to 18 years of age in 1902.	Number of pupils enrolled in the Common Schools 1991-1902.	Percentage of total population.
Massachusetts..	2,974,021	47,463	15.96, or 1 for every 62 of population.	15,565	5.23, or 1 for every 191 of population.	634,510	468,188 [1900-1901]	16.39
California.....	1,564,286	23,482	15.01, or 1 for every 66.	7,702	4.92, or 1 for every 203.	351,600	278,330	18.07
Nebraska.....	1,098,139	19,142	17.43, or 1 for every 57.	4,077	3.71, or 1 for every 266.	326,100	289,468	26.80
Kansas.....	1,469,969	21,008	14.25, or 1 for every 69.	6,039	4.11, or 1 for every 243.	441,500	389,272	26.18
Indiana.....	2,614,223	35,296	13.50, or 1 for every 74.	11,915	4.56, or 1 for every 219.	699,600	560,224	22.16
Michigan.....	2,510,647	33,098	13.18, or 1 for every 75.	7,817	3.11, or 1 for every 321.	661,450	510,031	20.86
Ohio.....	4,302,860	56,330	13.09, or 1 for every 76.	13,255	3.08, or 1 for every 324.	1,120,700	832,044 [1900-1901]	19.63
New York.....	7,659,814	92,385	12.06, or 1 for every 82.	25,511	3.33, or 1 for every 300.	1,806,940	1,268,625	16.80
Minnesota.....	1,857,462	19,695	10.60, or 1 for every 95.	5,766	3.10, or 1 for every 322.	545,950	414,671	22.32
Illinois.....	5,117,036	52,504	10.26, or 1 for every 97.	20,880	4.08, or 1 for every 247.	1,352,000	971,841	19.67
Pennsylvania..	6,606,747	52,612	7.96, or 1 for every 125.	20,881	3.16, or 1 for every 316.	1,733,400	1,163,509	17.80

California has reason to be proud of her educational position, since the figures show that she stands next to Massachusetts in respect to the number of her people who are going to colleges and professional schools, and next to Massachusetts and Nebraska in respect to the relative number of students in her high schools. The smaller percentage of children in attendance at elementary schools is due in part to the fact that the relative number of children of school age in California is smaller than in certain other States which figure in the table, and this difference is readily explained by the character of the population which our climate and our geographical situation attract. The standing of a State in the community of States is determined by the intelligence of its people and the intelligence of a people is completely revealed by its use of the means of education. A superior showing in higher education is perhaps a better test than a superior showing in elementary education alone, for the former is itself the best sort of evidence of the thoroughness of the lower. The figures show conclusively that California is following close upon Massachusetts. May nothing prevent her attaining as honorable a place as Massachusetts holds in the councils of the nation through the honesty, capacity and civic-mindedness of her citizens.

* * *

The Teachers' Institute is with us once more, and while you are actively anticipating it, may we not be forgiven for a word or two concerning its make up. Three ways are open to you. You may make it entertaining, or you may make it profitable, or you may make it entertainingly profitable. The first alternative will hardly commend itself to you. It is hardly worth while to gather the teachers of the county together to listen to humorous lectures, amateur music, and elocutionary readings, for a week. These things are salt and pepper and excellent in their places; it is only when one attempts to make a meal of them that they become objectionable. Your teachers should have a good time at the institute, but if you provide nothing else for them, they will not have a good time. The good time must be gotten through work. If the right sort of work is provided, the good time will take care of itself. There is only one person who can make your institute a working

**A Word to
the Superin-
tendent**

institute; that person is yourself. You must set the pace, you must make the preparation, you must select the instructors, and you must keep the school going at the proper stride when it assembles. The instructor cannot do this for you. He very often finds that things are going by fives and sixes when he reaches the institute, and he sometimes finds that he ought never to have been asked to take part in its work, that the teachers are not prepared for the instruction which he has been hired to give, but while they have little or no need for it, are very anxious for something else. Not infrequently he finds that the daily program is as overcrowded as it is in the average district school and that he must carry on a constant fight for time with the local soloist and the aspiring elocutionist. Six or eight sermons a day, even on such inspiring subjects as arithmetic or English grammar, are rather too many. Better cut the number down to four at the most, and make each instructor hold a conference immediately after each thirty minutes of speaking. But the responsibility of selecting your instructors is by far your most serious problem. There is a sort of educational cackling which is frequently heard at institutes; it should have no place in yours. To keep it out it is well to find out what part of their work your teachers most need to improve in and then to get some man or woman who is expert in that subject to give them instruction. We have noticed that only doctors read papers at medical meetings. It will be a good rule to employ none but teachers to teach your teachers. They should be teachers of standing, teachers who have a message which they have learned through expert service of some sort or other. Teachers who are out of a job and who send circulars around to advertise their personal merits you may safely disregard when arranging your program.

* * *

Once more we have mistaken an idol of the cave for an idol of the forum. Once more we have been foolish enough to believe that the protests of a few noisy schoolmasters were the utterances of widespread public opinion. Only two months ago we ourselves were guilty of printing a statement to the effect that the only reason why the newer and more practical subjects were slighted in the schools in favor of reading, writing, and arithmetic, was that

"Fads and Frills" from the Tax-payers' Point of View

the people demanded these subjects and believed that genuine common school education consisted in these and almost nothing beside. A bit of statistical evidence has just come to hand which shows that the people at large are strongly in favor of the newer studies, even when they are defamed as "fads and frills." A certain faction in New York City, to enable the Mayor to redeem a pre-election pledge of a full day of school for each child, it would seem, has been agitating to make a shorter school day of the full day. To this end they have bitterly attacked the "fads and frills" with which, they say, the course of study is overloaded. The mental strain of the present curriculum is too great for tender minds, they said; the health of the school children is imperilled and many of the newer subjects which are taught are practically useless. Let us go back to the essentials. The conflict was a fierce one. The defenders of the present order of things declared that the newer studies were necessary, for they were in the highest degree practical, and moreover they afforded relief from the painful drudgery of the formal subjects. Then it entered the mind of the editor of the New York *Globe* to find out what the people who were represented as unalterably opposed to "frills and fads" and desirous that nothing but "the fundamentals" should be taught, really thought about the matter. "The '*Globe*' undertook an extensive inquiry among the parents throughout the city and proved by thousands of votes returned that the people did not want a return to the meagre school programs of the past, but wished their children to have the best that modern education could supply. Never before had constructive manual work, singing, art instruction, and physical culture received so emphatic an endorsement by the lay people. Only about 12 per cent. could be induced to give encouragement to the anti-faddists."

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Teaching is harder to judge than any other kind of expert service. In most service requiring special knowledge or skill, if we cannot judge of the work while in progress, we can

How Shall judge of its results. If the blacksmith is unskilful
Ye Know the horse goes lame; if the builder is a botcher, his
Their Fruits? roof leaks, his doors sag, his paint scales,
 or his plaster falls; the poor lawyer loses his
 case, the physician his patient; but for poor teaching

there is no prompt or ready test. In fact, most otherwise well-informed people have very hazy notions of what the school ought to bring to pass. Our people believe in education without knowing exactly what the word means. Suffice it to say that from a good school the youth should come forth with a body sound, healthy, and graceful, with a mind furnished with a goodly stock of knowledge of the sciences that underlie our civilization, and of the best literature in which its ideals and spirit are expressed; it will have trained his powers of perception and reasoning; it will have established that scientific spirit which does not believe and take for granted, but weighs and considers; it will have secured reasonable proficiency in reading, writing, drawing, computing, singing, speaking, and the art of good behavior.

The daily administration of the good school will have established habits of punctuality, order, industry, courtesy, and self-control, of fidelity to obligations, and a due sense of responsibility. It will have implanted high ideals of life, the love of excellence, a passion for justice, a chivalrous sense of honor; in brief, the school should turn out,—to adapt the words of Milton,—honest, honourable, high-minded men and women able to discharge justly, skilfully, and magnanimously all the duties of public and private life.

The best teaching will not always bring this to pass. It may be nullified by the influence of home and street, of press and stage. The point is that few employers know what to expect from the schools, fewer still can separate the mingled currents in adult knowledge and character and trace each to its source. In any case to judge of today's school by results we must wait a generation. Evidently, then, those charged with the employment and supervision of teachers need to know good teaching when they see it.

The average man asks only two questions, Do the children like the teacher? Does he keep order? Both are good tests as far as they go; yet this audience knows that the affection of children is easily won; quite as easily by him who entertains as by him who instructs. The value of order in the schoolroom depends very much upon whether it is secured by threats and bribes, by appeals to fear or selfishness; or whether it is secured through the preoccupation of the children in interesting and profitable work.

What we call the atmosphere of the schoolroom is not a decisive test. Often school exercises that seem skilful and even beautiful

are, when judged by standards of ultimate educational value, useless or worse.

In no other form of service is the difference between true excellence and mediocrity harder to detect. This fact puts trained and intelligent teachers at a serious disadvantage in competition with relatives of the board with "deserving girls from the home school," and the general pressure for "economy." The silent plea of efficient service will not alone bring the salary deserved.—*The Chicago Teachers' Federation Bulletin*.

* * *

In a school which has a School City the whole discipline is in the hands of the children. They elect a Mayor and Council. The teachers are present at the meetings of the Council; they retain ultimate authority, but, if tactful, they seldom have to exercise it. The children have a charter, which may be revoked by the teachers, as a city's charter may be revoked by the Legislature. The plan has been adopted in thirty-three schools in Philadelphia, a considerable number in New York, Syracuse, Worcester, Minneapolis, and in public schools in Cuba. The United States Government has asked Mr. Gill to organize the School City in the Philippines as soon as proper arrangements can be made. Playgrounds and school gardens can be conducted by a similar method of self-government. Parks in some Western cities have thus been turned over to the care of the boys. This week the boys of Hamilton Fish Park of New York City elect their Mayor. President Roosevelt has commended "the teaching of civics by the admirable plan originated by Wilson L. Gill in the School City as a form of student government;" Franklin Institute has awarded the plan the highest distinction in its power; and many eminent men, including President Eliot, of Harvard, have approved of it. As Dr. Frank Parsons writes, "If I am ever a boy again, I hope I may go to school where they have that system." It is believed that one generation of boys thus trained to self-government under conditions free from commercialism would, when they become men, banish political corruption and civic apathy.—*The Outlook*.

**The School
City: Its
Plan and Its
Success**

The Batavia idea has been formally and completely adopted in more than one hundred important cities in ten leading States within three years. No such record has ever been made by any similar movement. I hazard the guess that it will be as universally adopted as the single school desk, as the teaching of music and drawing, and that its universal acceptance will do more for the cause of education than any other single revelation or revolution that can be traced to any one educator within fifty years.—A. E. Winship, in *The Journal of Education*.

**The Batavia
Idea**

* * *

Professor Jowett, the never-to-be-forgotten master of Balliol, used to say that to do much work in this world you must be a very able and a very honest man, and, he added, "you must also be a considerable piece of a rogue, having many reticences and concealments; and I believe a good sort of roguery is never to say a word against anybody, however much they may deserve it."—Max Müller, *Autobiography*.

Be a Rogue

* * *

Here and there in our California school experiments will this year be tried which should attract attention and which should be especially studied by school administrators. It is to be hoped that those conducting the experiments will report from time to time so that others may be informed of results.

**Experiments
in Educa-
tion**

In two or three schools, at least, the so-called Batavia system will be tried. In this system of class management an attempt is made to find a workable middle ground between the mechanical organization of the rigidly graded and uniform system now prevalent in our cities, and the impracticable ideal of treating every child as an individual. Some of those who have experimented with the Batavia plan claim that it is possible in our town and city schools to so organize and administer education that it is

possible for some work and, under some conditions, to employ uniformity and the class system; while for other work and under special conditions it is entirely possible to treat the children as individuals, and to take into account special capacities and interests.

A similar idea is involved in the so-called ungraded room or special room. The time will come when we shall find in every town, along with the ordinary school room where children of about equal capacity will be grouped in classes of thirty or forty, at least two special rooms, containing probably a maximum of twenty or twenty-five, where special cases will receive, under the most competent teachers, special treatment. In more than one city of California these special rooms are now organized. They are still in the experimental stage. They are intended primarily for misfits, but it is impolitic to make that idea too prominent in the name. There are various kinds of misfits. There are some pupils who are too bright and strong for the routine of our class room and who should have special opportunity. But the majority of misfits with which the ungraded room must at first deal will be those involving something pathological. Two distinct classes of these should be recognized. There are moral misfits and there are intellectual misfits. Sometimes the two weaknesses co-exist in the same individual, but not generally. The two classes should never be herded together. They require different kinds of treatment.

The entire teaching force should insist that these special rooms be organized in every city and village. No teacher in whose room there are thirty-eight well disposed, moral children should be obliged to try to reform two moral renegades while teaching the others. No parent of the better children should be obliged to risk the contact of his children with a few depraved ones. And yet the school system should not only provide for the attendance, but should compel the attendance of these at school. But they should go to special rooms where they may receive appropriate treatment. It is small wonder that so many parents look with anxiety at a compulsory education law which herds the semi-depraved children of the alleys into the school rooms where are children that are responding to careful home treatment. A city should compel the sick to have medical treatment; and this for the safety of the com-

munity as well as for the usefulness of the individual. But what would be thought of a city which provided only general hospitals and then compelled those having small pox to go into the same wards with those afflicted with non-contagious complaints? Yet this is what a compulsory education must do in our larger cities today. The great wrong is to the children who are thus exposed to contagion; and the second wrong is to the teachers who are obliged to administer practically the same treatment to cases which diagnose so differently.

The intellectual misfit needs only special treatment; he is always a drag on the school room, and the pace is usually such that he scarcely profits from the work.

We shall also watch with interest certain tentative experiments looking to the arrangement of alternative subjects in the upper grammar grades. We have admitted many new subjects to the upper grades, but we have omitted none practically. Will it be possible to allow certain alternatives? For example, will it prove desirable and expedient to allow those pupils whose parents wish it, to take Latin in the Eighth or Seventh grade and to omit some other subject? Will it prove possible to allow some pupils here to give much more attention to business arithmetic and book-keeping, while others entirely omit these subjects? Let us study the experiments.

In many countries new courses of study are being tried. To one who has observed the progress in the making of courses of study for a number of years, it is evident that marked progress is being made. In some cases the progress is due to the teachers themselves; in more, to the influence of some progressive teacher or superintendent. The teaching force should experiment vigorously with these courses. Receive them without prejudice, but with interest. Give the newer ideas a fair trial. Be prepared to advise changes when the time to revise comes. Look to all possible sources for light. The teacher, the supervisor, the school trustee should all study educational experiments, for the world grows today thru the accumulation of the results of experiments.

Education for Efficiency

BY SUPERINTENDENT WILLIAM H. MAXWELL,

New York City, President of the N. E. A.

The National Educational Association meets in its forty-fourth annual convention at the moment when Japan has given the world another great object lesson in the value of education. Ever since Napoleon's retreat from Moscow, the world has stood in awe of that massive and mysterious power which we call Russia. In that fateful campaign it was not the skill of the Russian commanders nor the bravery of the Russian soldier that wrought the catastrophe; it was the snowflakes—the arrows from the quiver of God—that overwhelmed the might of the invader. Ever since, Russia has gloried in a victory that was not of her own achieving. Wrapt in the glamour of an unearned renown, Russia pursued her aggressions practically unopposed, until her empire stretched from the Baltic sea to the Pacific ocean. There her career of conquest has ended. There, once again, broke out the irrepressible conflict between ignorance and enlightenment. On the one side stood a people, almost countless in number and rich beyond knowledge in all natural wealth, but ignorant, devoid of initiative, and alienated from their rulers by despotism and cruelty. On the other side stood the Japanese, a people limited in numbers and confined in territory, but born again through the diffusion of knowledge and through the universal training for efficiency which made their inherited patriotism invincible.

Japan has but repeated at Port Arthur and at Mukden and on the Yellow sea the lesson of history—the lesson of Marathon, of Zama, of the Invincible Armada of the Heights of Abraham, of Waterloo, and of Sedan—the lesson that the race which gives its children the most effective training for life sooner or later becomes a dominant race. Borrowing eagerly from western civilizations, Japan has adopted for her own whatever school exercise or method of teaching gives promise of training for efficiency. Nobly has she repaid her debt to Europe and America. She has demonstrated to the world that the training of the young to skill of hand, to accuracy of vision, to high physical development, to scientific knowledge, to accurate reasoning, and to practical patriotism—for these are the staple of Japanese education—is the best and cheapest defence of nations.

Such are the lessons of war. The history of peaceful industrial effort tells the same story. No nation is truly prosperous until every man has become not merely a consumer but a producer. As Emerson most truly said: "A man fails to make his place good in

the world, unless he not only pays his debt, but also adds something to the common wealth." Efficient universal education, that makes men producers as well as consumers, is the surest guarantee of progress in the arts of peace—is the mother of national prosperity.

"But," exclaims an objector, "this is gross materialism." Not so. The history of the world shows that a nation improves morally and intellectually only as its physical condition is strengthened. The futility of religious missionary effort, when unaccompanied by physical betterment, is of itself sufficient to prove the thesis. Better shelter, better food, better clothing are the necessary antecedents and accompaniments of higher thinking, greater self-respect, and more resolute independence.

True, material prosperity too often brings with it a train of evils all its own; sensual indulgence, or slothful ease, it may be; or the grasping at monopoly and "man's inhumanity to man"; or a feverish pursuit of material things to the neglect of the spiritual. True, enormous wealth is often accompanied, particularly in crowded centres of population, by extreme poverty. These, however, are but temporary reversions to barbarism—the price we must pay for progress. The best correctives of the evils generated by the accumulation of wealth are not anti-trust laws or other repressive legislation, but a system of schools which provides a training for all that is equal to the best which money can buy; which discovers and reveals genius born in low estate and enables it to fructify for the common good; and which guarantees to every child the full development of all his powers. The trained man will demand and will, in the long run, receive his due share. Education is a chief cause of wealth and the most certain correction of its abuse. In a community in which every man was trained to his highest efficiency, monopoly and poverty would be alike impossible.

What does education for efficiency mean? It does not mean that every man should be trained to be a soldier. True, the man who is best trained for the duties of peace is, in these days of scientific instruments of destruction, best prepared for war; but military prowess can never become the ideal of education among a great industrial people. It does not mean merely that each citizen should be able to read the newspapers and magazines so that he may be familiar with political discussions and able to make an intelligent choice between candidates and policies. The imparting of such knowledge to each individual is essential in a democratic nation, but it falls far short of the education needed to secure the highest efficiency of each unit of society. Still less does it mean that wretched travesty of education which would confine the work of the public schools to those exercises in reading, writing, and ciphering which will enable a boy or a girl at the age of fourteen or ear-

lier to earn starvation wages in a store or factory. Education for efficiency means all of these things, but it means much more. It means the development of each citizen first as an individual, and second as a member of society. It means bodies kept fit for service by appropriate exercise. It means that each student shall be taught to use his hands deftly, to observe accurately, to reason justly, to express himself clearly. It means that he shall learn "to live cleanly, happily, and helpfully, with those around him"; that he shall learn to co-operate with his fellows for far-reaching and far-distant ends; that he shall learn the everlasting truth of the words uttered nearly two thousand years ago: "No man liveth to himself" and "Bear ye one another's burdens." Such, I take it, is the goal of American education.

During the last quarter of a century a great movement for the reform of the elementary curriculum has been gathering strength. The most prominent characteristics of this movement would seem to have been the development of the imagination and the higher emotions through literature, and art, and music; the training of the body and the executive powers of the mind through physical training, play, and manual training; and the introduction of the child to the sources of material wealth, through the direct study of nature and of processes of manufacture. At first the movement seems to have been founded on psychological basis. Today the tendency is to seek a sociological foundation—to adjust the child to his environment of man and of nature.

At various times during the past ten or fifteen years, and particularly during the past year, reactionary voices have been loudly raised against the New Education, and in favor of the old. Reactionary tendencies in education arise from three chief sources:

1. The demagogic contentions of selfish politicians who see that it costs more money to teach the new subjects of the curriculum than the old, and that thus a large proportion of the public revenue is diverted from the field of political spoils. These are the men who have invented the term "fads and frills" to designate art, manual training, music, and nature study. It must be theirs to learn that it will require something more than a stupid alliteration to stem the tide of those irresistible forces that are making the modern school the faithful counterpart of the modern world and an adequate preparation for its activities. The saving common-sense of the common people, when deliberately appealed to, will always come to the rescue of the schools.

2. The reactionary tendency is due in part to an extremely conservative element that still exists among the teaching force. For

the most part, teachers who are still extremely conservative were themselves brought up chiefly on the dry husks of a formal curriculum. They find it difficult to learn and to teach the new subjects. They dislike to be bothered by the assistance of special teachers. Accustomed to mass work both in learning and in teaching, they regret the introduction into the schoolroom of arts which demand attention to individual pupils.

3. The reactionary tendency has its roots even among the more progressive teachers in a vague feeling of disappointment and regret that manual training, correlation, and nature study have probably not accomplished all that their enthusiastic advocates promised ten to twenty years ago. Public education has become a much more difficult thing than it was half a century ago. It has become more difficult for two reasons:

1. Because of the constantly increasing migration of population from the country to the cities. Children removed from rustic to urban life lose that most valuable education which comes from the work and the associations of the farm-yard and the fields.

2. Because of the enormous increase in immigration from abroad and particularly because the character of the immigration has changed. Up to the middle of the last century the majority of our immigrants were of kindred blood with the American people and a large proportion spoke our language. Gradually, however, the tide of immigration, while swelling until it has now reached the enormous total of one million a year, has shifted its chief sources from the shores of the North and the Baltic seas to the shores of the Mediterranean. The peoples of Southern Europe, illiterate, unaccustomed to tyranny, without individual initiative, and habituated to a low standard of living, huddle themselves together in our large cities and factory towns under conditions inimical alike to morals, to physical well-being, and to intellectual advancement. Teachers have a good right to complain that municipal authorities in permitting the over-crowding of immigrants in unsanitary quarters have aided the establishment of the most serious obstacle yet discovered to the upward progress of public education.

The feeling of disappointment with the results of the new studies arises from the fact that these studies were introduced before the teachers were prepared to teach them; for too long they were concerned chiefly with uninteresting formal processes rather than with interesting results; that they were not related to real needs of school and home; and were not properly co-ordinated with other phases of the curriculum. Much yet remains to be done to assimilate the environment of the school to the environment of the world.

In general intelligence, in all-round efficiency, in power of initiative, the pupils whom I see are superior to those of a quarter of

a century ago. If the obstacles before us are more formidable, if the problems are more complicated than those presented to our predecessors, the teachers of America are better organized and better equipped to overcome the obstacles and to solve the problems. He who has sailed in a modern steamship through an ocean storm has seen the mighty vessel cleave the billows and scarcely slacken her speed in the teeth of the hurricane. Down in the depths of the ship men are piling coal on the furnaces and releasing a force—the imprisoned sun-power of uncounted ages—that baffles the waves and defies the whirlwind. And so it is with our ship of state. Come what storms of ignorance or wickedness there may, teachers are supplying the fuel of knowledge and releasing the force of intelligence that will hold our nation in the straight course of progress.

And yet, the teachers of America are still far from satisfied with their achievements. They are dissatisfied with the elementary curriculum, because it seems crowded by the new studies that have been added without diminishing the number of the old. They are dissatisfied with the high school curriculum because the old-style language, mathematics, and science course, however suitable it may be for admission to college, does not precisely meet the needs of boys and girls who are going directly into life. They are dissatisfied with the specialized high school, because it seems lacking in some of those attributes of culture in which the old-time school was strong. And they are dissatisfied with the college course because the elective system which has taken the place of the old, prescribed course does not seem to give a strong, intellectual fibre to the weaker students who, too often, follow the path of least resistance. And they are dissatisfied because there is less intelligence, less efficiency, and less helpfulness in the world than the world needs. So far from feeling concerned at this widespread discontent, we should rejoice that it exists. There is nothing so blighting to educational enthusiasm as smug satisfaction with what is or what has been; there is nothing so stimulating to educational effort as a realizing sense of present imperfections and of higher possibilities.

As to the elementary curriculum, surely we shall not go far wrong if we apply to each study and even to each detail of each study these four questions:

1. Is this study or this exercise well within the comprehension of the child?
2. Does it help to adjust him to the material and the spiritual environment of the age and the community in which he lives?
3. Does it combine with the other studies of the curriculum to render him more efficient in conquering nature and in getting along with his fellows, and thus to realize ideals that transcend environment?

4. Does it accomplish these objects better than any other study that might be selected for these purposes?

If these questions are answered in the affirmative we may reasonably conclude that the study or the exercise in question is an important element in education for efficiency. Drawing may be so taught as not only to lay bare to seeing eyes new worlds of beauty, but to lead to that reverent appreciation of nature and the reapplication of her lessons to daily industrial art which is the way, as Ruskin has said, in which the soul can most truly and wholesomely develop essential religion.

Again, take the teaching of agriculture. While our soil seemed inexhaustible in fertility as in extent, the need of such teaching was not felt. Now, however, we are obliged to have recourse to lands that produce only under irrigation. The rural schools have added to our difficulties by teaching their pupils only what seemed most necessary for success when they should move to the city. To retain the country boy on the land and to keep our soil from exhaustion, it is high time that all our rural schools turned their attention, as some of them have done, to scientific agriculture. There is no study of greater importance. There is none more entertaining. If every country boy could become, according to his ability, a Burbank, increasing the yield of the fruit tree, the grain field, and the cotton plantation, producing food and clothing where before there was only waste, what riches would be added to our country, what happiness would be infused into life! To obtain one plant that will metamorphose the field or the garden, ten thousand plants must be grown and destroyed. To find one Burbank, ten thousand boys must be trained, but unlike the plants, all the boys will have been benefited. The gain to the nation would be incalculable. Scientific agriculture practically taught, is as necessary for the rural school, as is manual training for the city school.

Nor are our people going to rest satisfied with mere manual training. Trade schools will inevitably come. They are demanded for individual and social efficiency.

It is absurd to place the boy or girl ten or twelve years of age, just landed from Italy, who cannot read a word in his own language or speak a word of English, in the same class with American boys and girls five or six years old. For a time at least the foreigners require to be segregated and to receive special treatment. Again, the studies that appeal to the normal boy only disgust the confirmed truant or the embryo criminal. The demand for education for efficiency will lead in all our large cities to the organization of many widely differentiated types of elementary schools.

The problem of the curriculum, important as it is, is less important than the problem of the teacher. The born teacher, that

is, the man or woman who has a genius for teaching will teach well, in spite of any curriculum, however bad. Unfortunately, genius is as rare in the profession of teaching as it is in law, or medicine, or any other profession. The great majority of us are very common-place persons who are seeking for light and doing the best we can. Hence the supreme importance of training. And yet there is no part of our work to which so little thought and investigation have been given. Normal schools in this country are still very young—only a little over half a century old. The first normal schools were high schools with a little pedagogy thrown in. The majority of them remain the same to this day. There is a strong movement, however, toward purely professional schools to which no student who has not had a reasonably liberal education is admitted, and in which he shall devote his entire time to learning how to teach—how to observe, understand, and exercise children both mentally and physically.

To secure training for efficiency, the conditions of teaching must be such that each teacher shall be able to do his best work. By common consent one of these conditions is that teachers shall not be subjected to the ignominy of seeking political or other influence, or cringing for the favor of any man, in order to secure appointment or promotion. Independence of thought and freedom of initiative are necessary to the teachers of a nation whose stability and welfare as a republic depend upon the independence, the intelligence, and the free initiative of its citizens. Independence of thought and freedom of initiative may be throttled by bad laws, but under the best of laws they will be maintained only by the teachers themselves. By making it unprofessional to seek appointment or promotion through social, religious, or political influence, the teachers of this country have it in their power to establish one of the most essential conditions of education for efficiency.

We are beginning to see that every school should be a model of good housekeeping and a model of good government through co-operative management. What more may the schools do? They can provide knowledge and intellectual entertainment for adults as well as for children. They can keep their doors open summer as well as winter, evening as well as morning. They can make all welcome for reading, for instruction, for social intercourse, and for recreation. But I for one believe they may do still more. When I look upon the anaemic faces and undeveloped bodies that mark so many of the children of the tenements, when I read of the terrible ravages of tuberculosis in the same quarters, I cannot but think that the city should provide wholesome food at the lowest possible cost in public school kitchens. To lay the legal burden of learning upon children whose blood is impoverished and whose digestion is impaired by insufficient or unwholesome feeding is not in accord

with the boasted altruism of an advanced civilization or with the Divine command: Feed the hungry.

And should it some day come to pass that men will look upon corruption in public and corporate life with the same loathing with which they regard crime in private life it will be when the schools are in earnest about teaching our young people the fundamental laws of ethics, that

The ten commandments will not budge,
And stealing still continues stealing.

But economic perils and racial differences are the teachers' opportunity. Here in this country are gathered the sons and daughters of all nations. Ours is the task not merely of teaching them our language and respect for our laws, but of imbuing them with the spirit of self-direction, our precious inheritance from the Puritans; the spirit of initiative which comes to us from the pioneers who subdued a continent to the uses of mankind; and the spirit of co-operation which is symbolized by and embodied in the everlasting union of sovereign states to promote the common weal.

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The Problem of School Extension

One of our newspapers, in commenting recently on certain library affairs, referred to the public library as being next to the public school, the most important of our public institutions. This was a significant remark, because it shows not only the growing importance of the school system but also the growing interest and recognition it is securing from the press and the people. A few years ago the same newspaper referred to our schools only when some unusual event took place in them; today it has a regular weekly department devoted to the city schools, giving very fully the school news in different sections of the city, and in many instances giving illustrations as well. In so far as the daily paper reflects the public interests at large, it is impossible for any one not to see that the public school system is being raised from the rut in which it has run for so long, into the proper place in the hearts and minds of the people.

Along with the growing importance of the public school has come the realization that the city school, and not the country school, is to be the typical school of the future. In spite of its many defects the little red schoolhouse of the New England hills has been regarded with regret and affectionate sentiment by a large

number of our people, as the ideal school. But as life has grown more complex and population has shifted more and more toward the town and city, the people as a whole have had to understand that the strongly centralized school of the city type is infinitely superior to the isolated rural school. The problem of the country school, therefore, is the problem of consolidating the many inferior district schools into the few superior modern schools of the city type. This involves the problem of transporting the children to and from the schools, along with a host of minor difficulties, so that the problem of consolidation is likely to remain the problem of the country school for many years.

The problem of the city school, on the other hand, is a totally different one, and, summed up briefly, is the necessity of getting from the city school just as large a return as possible. The argument from the tax-payer's standpoint is that the many-roomed city school, with its costly equipment, large salary roll and heavy running expenses, represents an outlay of many thousands of dollars, and the school, to justify the expense, must make a return in work large enough to pay for the sum invested. The argument from the citizen's standpoint, while admitting the above, is that the school, while employed primarily in educating its children, must also engage in the larger work which the community demands of the church, the lodge and other public institutions, and in which, up to the present time, the school has not joined. In other words, the problem of the city school is the problem of extension, and by this is meant the extending of the usefulness of the public school beyond its walls, out in the lives of the people in its district. Just as the private citizen has two separate sets of duties, those toward himself and his family, and then toward his city and country, so the school must do its work of education and then, beyond that, must take its part in the community life of its district.

The first way in which this may be done is through the Child Study Circle, or to use its better name, the Mothers' Circle. It seems hardly necessary to describe in detail an organization familiar to most of our California city schools, further than to say that it is an organization of the mothers of the district, electing its own President, Vice-President, Secretary and Treasurer, together with such committees as are needed to carry on special features of the work. The Circle meets once a month, at the school building, usually after school, to discuss with the teachers such problems as affect teacher and parent mutually. These Circles in Los Angeles have proved their usefulness in making teachers and parents acquainted; in helping each to understand the trials and difficulties of the other; in awakening interest in the school and its work; in lessening the friction between school and home in cases of disci-

pline, and in adding to the schools in many cases pictures, statues and pianos as gifts from the circles. To reduce the number of complaints against teachers and principals to the minimum, is one of the results of the circle work which has been especially noted at the headquarters of the system. There are, of course, city schools where a study circle would be an impossibility owing to local conditions, but an average school without an organization of this kind is working without the aid of a most helpful society.

The second way of extending the influence of the school is to form out of the Mother's Circle a larger organization to which the fathers may belong. These Parents' Associations are recent in origin and are in more or less experimental stages, but there are no reasons why three or four times during the school year the fathers, mothers and teachers should not meet at evening sessions of the Study Circles and so extend in a very thorough manner the work of the schools.

A third way of extending school influence is by adding to it such organizations within the school as may be possible. Nearly every school of eight grades can have a permanent girls' glee club, or in certain cases, a boys' glee club, or possibly a school orchestra if the material is at hand. A school possessing any or all of these increases its effectiveness immensely through the feeling of pride in the school which its members take, in the awakened interest which the parents of the younger musicians show, and in the help which the club or orchestra can give in entertainments and in special school exercises. Some schools have perfected their orchestras so far as to have them play for the marching into and out of the building and the increased precision of the lines and the evident pleasure the boys and girls take in the music repay abundantly for the effort. Many of the schools have raised large sums of money during the past year for school purposes and these entertainments have been successful in a large degree on account of the efficiency of these musical bodies.

Organized and supervised athletics opens a wide field for school extension. The day of aimless play on the school yard for the larger boys and girls is passing and regular games of basket ball for the girls, basket, base, and foot ball for the boys are growing to be part of the school's daily work. The games should be under just enough supervision to make them fair and scientific, and the equipment of any of the courts or fields will cost so little that the expense can be defrayed by the players. The work should not, and in Los Angeles, did not stop here. Many of the grammar schools organized match teams in the three games, which played teams from other schools under the general supervision of an adult athletic committee which made the few regulations necessary and settled

disputed games, and the wider outlook which the contact with children from various parts of the city gave to the players was a highly appreciated result along with the increase of health and skill which the games afforded.

A school garden is not possible in every school, but its influence on the children is invaluable if space can be spared. It gives the best possible training in nature study, familiarizes them with plant forms and plant growth and instills the elements of practical agriculture. A wider influence of the school garden is the development of a love for flowers and a desire to have gardens of one's own at home. A child who works in a school garden throughout the year is not to be content with sordid and unbeautiful conditions at home, and it is no exaggeration to say that a well-managed school garden can transform an ugly, disorderly neighborhood into a beautiful and clean one. If these results have been attained in Eastern schools under unfavorable climatic conditions, much greater results are to be ours in California if we desire them.

Methods of school extension belonging to the province of boards of education and trustees rather than to principals and teachers are those which refer to the larger work of the school inside its own walls. No apology is needed on theoretical grounds for the presence of the sloyd room and the cooking room in our modern city school. The pedagogical reasons for them have been expounded so thoroughly that they are taken for granted, but their worth as factors in school extension is realized when the boys go out into the world able to use tools intelligently and to understand mechanical drawings and specifications and the girls are able to use their needles in a practical way and can prepare the meals for their families. The Los Angeles schools provide for manual training for every child with one and a half years' work in basketry, two years of cardboard sloyd, four years of wood sloyd, two years of sewing and two years of domestic science. While the expenses of these manual training departments is heavy, their results justify the expense and their influence over the homes of the children are probably more marked than that of the academic departments. Bringing into the school the deaf children of the district and the deficient pupil who is behind his grade into the special deaf room and ungraded room, is also the extensionists' work in the larger schools where the funds permit.

The only objection which has been made to school extension is that it demands too much work of the principal and his teachers. As a matter of fact, the principal alone can carry on practically all of the extension work proper with the help of his older boys and girls and his patrons, thus laying no extra burden on the already overburdened teachers. As for the principal, if his position and

higher salary cannot command work not laid down by his superior officers or outlined in his course of study, work that comes from his interest in his school and district, he had better give up teaching and retire into some less exacting profession. If it is not all of life to live, or of death to die, surely teaching from the grammar school principal's standpoint is more than a matter of grinding out facts and administering discipline; it is all of these, indeed, but above and beyond them, it is the getting hold of the children in their lives and homes and living with them in all of their interests. That is teaching—anything less is mere school-keeping.

ROBT. H. LANE,

Principal Hewitt St. School, Los Angeles City.

* * *

The Greatest Work of the High School:

An Address to Parents by a Teacher*

Ladies and Gentlemen, and in particular, parents of the pupils of the Mission High School:

Glancing down this program, almost entirely musical, and finding my part sandwiched in between solos and quartettes, I have wondered with some misgiving whether I could strike a note in harmony with the rest of the evening. And it seemed that perhaps I might, by the discussion of the topic proposed, provided you will let me call you back to school. For, notwithstanding these festal ornaments about us, these glaring footlights, and these graduation gowns, this is a school-room and this evening an event in school life. Accordingly, I ask you, while sitting in these school seats, to take the attitude of pupils, and let me take the part of a pedagogue, the easiest role of all for me to play. Then gird up your loins, take figurative spear and shield, and address yourselves to the conquest of the question, What is the greatest work of the High School?

If you were to be tripped up suddenly, say while running for the street car, with the query, Why do you send your son or your daughter to this school? you might possibly reply, why, to learn exactly what you teachers have to teach; just as people go to a school of mines to learn mining or to a business college to acquire a knowledge of business methods, so our children go to you to ac-

* In substance, and nearly *verbatim*, as delivered at the graduation exercises of the Mission High School, San Francisco, June 26, 1905.

quire Algebra, Latin, History, Science, English Literature, and the like. True: but not the whole truth. A simple illustration will make my point clear. You go to table, say, to eat bread, meat, and potatoes, while your neighbor or another member of your own family goes for the purpose of eating fish, fruit, and the like. Yet you both go to the table with just the same object, viz., to nourish and strengthen your bodies. This is truer than to say that your aim is to eat this or that particular dish. So your real object in sending your children to this school, the aim that justifies them in giving up to the school the cream of their waking time for four of the best years of their youth, is not that they may acquire merely this or that subject of knowledge, but rather that they may nourish and strengthen themselves essentially—make the most of themselves. In short, not to keep you guessing any longer, the greatest work of the High School is the cultivation of the characters of its students, to make them really better men and women. This is the capital aim of our school, the great aim to which all minor ones should be made subject.

Our question is not a new one; fathers have asked and answered it for generations, on sending their sons to school. One of the best books that I know for boys is "Tom Brown's School Days at Rugby"; though written by an Englishman and of an English school-boy, it is interesting to American boys. Tom is 'a regular boy,' into all the boyish scrapes possible, including a pitched battle with the school bully, in which he gets sadly battered; but they end with increased mutual respect, so it was a good fight after all, and the book has a healthy tone. When it came time to send Tom away from home off to Rugby, with its school evils and temptations, Squire Brown debated in his mind what parting word of advice to give to Tom. "I don't want," thought he, "nor does his mother want him to be a scholar, and I care not how much Greek and Mathematics he learns, but I do want him to come out of school a good Englishman, a Christian gentleman, and a kind-hearted man." So when he bade Tom goodbye at the post-inn, he made no long speech, but simply said, "Tom, my boy, be honest, keep a kind heart, and never listen to or say anything you wouldn't want your mother and sister to hear; and you will never be ashamed to come home to them, or they to have you." At Rugby Tom came under the influence of that great schoolmaster, Dr. Thomas Arnold. Doubtless you have all had your laugh at Dicken's Squeers and Irving's Ichabod Crane, those ridiculous pedagogues of literature; but Thomas Arnold of Rugby commands our respect as a leader of boys. Years afterward, when Tom, become an Oxford student, is recalled from a vacation excursion in the north country by the sudden news of Arnold's death, he returns post-haste to Rugby, enters the chapel alone, and in the lowly seat that he first occu-

pied as a Rugby boy, testified with tears to his personal loss. No, it was not Arnold's teaching of Greek, nor his writing of Roman History, that had meant most to Tom, but his anxious personal care for the honor and manhood of his boys, that they turn out right. It is such an influence for good character and right living that we would wield in behalf of your boys and girls. We want your help; and you can help us in several ways.

In the first place, you can help us by being at all times loyal to the school. This is not our school, nor your children's merely, but *your* school maintained by your taxes, controlled by your State, honored by your choice of it for your children, and has a right to your loyal and sympathetic support. You should assume that its teachers understand their business and work for the good of their charges, your children. (Cases were here referred to of misguided parents siding with children to their detriment.) Stand by us and help us to help them!

Then, second, you can help us and them by an unremitting attention to their morals and manners at home. These things are most essential in the upbringing of the young, if the world is to go right. (Reference here made to individual lapses in class-room manners such as black the work and would handicap in out-of-school life; and to reported cases of High School pupils attempting entrance to the University by forgery and bribery.) The poet has said, "An honest man's the noblest work of God," and the writer of Proverbs, that "A virtuous woman hath a price far above rubies"; it is such men and such women that we would have your sons and daughters to be.

And third, you can aid us in the work of character-building by early introducing good literature to your rising family, and that chief among good books, the Bible. Several generations ago our modern High School did not exist, but the small college of that day, the college that graduated Longfellow, Hawthorne, Webster, and Everett at eighteen, had Sunday services and daily chapel exercises with reading of the Bible. Who can tell the chastening and educative effect of this practice? We do not teach religion in the public schools, as they do in Germany, nor do we wish to, but we can counsel that the influence of the home make for religious training and the use of the best reading. As a teacher of literature for some years, I have noticed among San Francisco children a woeful ignorance of the Bible, such as to prevent an understanding of many allusions, and much of the spirit of Longfellow, Whittier, Milton, and Addison; you parents can do much to remedy this at home. Already the University of California lists among its alternative requirements many books and passages of the Bible, as well as high

patriotic selections, to be read as ethical literature. The influence of such reading may be made subtly noble and far-reaching.

Fathers and mothers, co-workers with us teachers in the care and cultivation of your children, tonight we extend to you the right hand of fellowship—fellowship in the greatest work of this or any other High School, nay, the greatest work possible in the world, the moulding of the character of the young. Are you with us in that great work?

MILTON E. BLANCHARD.

* * *

Ethical Training in Schools

A committee was once appointed to examine the work in Harvard College to see if the institution was living up to the pious purpose of its founders, and reported that the Greek catechism was recited regularly by the Freshmen; that Wollenbin's system of divinity was diligently assumed by the other classes, and that on Saturday evening, in the presence of the President, the students repeated the sermon of the preceding Sunday, but the committee further reported, "We are compelled to lament the prevalence of several immoralities, particularly stealing, lying, swearing, idleness, picking of locks, and too frequent use of strong drink." Mere formalities do not make character, and the memorizing of creeds do not make true manhood and womanhood, but because we cannot Presbyterianize or Romanize the State, it does not follow that we must atheize it. Without going beyond their lawful domain, there is a broad range of moral instruction within which the public schools may find a field for most profitable and efficient work.

Ethical education may be carried on in three ways; first, through direct instruction; second, through training, and third, through the influence of the spiritual atmosphere created in the school. First, as to direct instruction, is there a place for such instruction in the public school, and if so, what should be its nature and method? If instruction be a valuable element in moral training, it would seem to follow that it should not be crowded into a corner. We believe that such instruction should be based on sound principles. The ultimate of all moral discipline, including instruction, is the training of the will to act habitually from high and worthy motives; but the will can be reached only through motives or feelings, and these feelings can be awakened only by intellectual knowledge adapted to awaken them. In other words, conduct is determined by the will. The will is solicited by the feelings. The feelings are awakened by appropriate knowledge, and this awakening and this knowledge may

be developed in the mind by the process called instruction. The teacher needs as clear a grasp of the principles and facts which underlie instruction in duty, as of those that guide in the teaching of any other branch of knowledge; and he needs to be as confident of reaching desired results. This instruction should be, not talking about virtue, but talking up virtue; not the giving of scientific knowledge concerning goodness, but the presentation of goodness in forms that will cause children to fall in love with it. Nature's order is first the concrete and then the abstract; first the example of law and then the principle of it. The opening exercises of the schools should include choice ethical readings, brief accounts of noble men and women, tales of brave and fine actions, choice sayings of great teachers, illustrating character and conduct. There is no lack of material for such instruction, and who is there who has not received impressions from such a source when a child, that have been the means of making him a more elevated character through life? Our own history is rich in great characters, only less conspicuous than Washington and Lincoln. Every form of personal goodness, every phase of social righteousness, finds ample illustrations in the recorded anecdotes of actual men and women. The daily incidents of the newspapers furnish examples of heroism, and examples of the consequences of vice, which in the hand of a tactful teacher produce lasting impressions. The readers of the young children might be still more used for the purpose of character-building, for they are made to consist largely of choice passages of ethical value. It is true that there has been great advancement in this direction in recent years; and while the child is learning to read, he is learning also that which is of greater value to him. It is not easy to overestimate the ethical value of an early study of Nature. In these and other ways a quite sufficient amount of ethical instruction might be secured. It is unquestionably the duty of the authorities of the public schools to see that direct instruction is given in each school, and that no less attention is given to this than to the other branches of knowledge. It is true that results will be obtained in proportion to the ability of the teacher to handle such subjects, for indeed there is no branch of instruction that requires so much skill as this.

Training is more important than instruction in ethics. Habits are the moulds into which the plastic spirit is to be run, shaping it into noble character. Much is now being done through the discipline of our public schools. The children come under a system of law which they cannot ignore, change or defy, which rewards their obedience and punishes their disobedience. This alone to the child of lawless homes is an immense boon. The importance of moral training cannot be overestimated, and there is no period too early to begin. Spencer was once asked by a mother when she should

begin to train her child. He replied, "Madam, how old is your child?" She answered, "Four years of age." He said, "You are too late, you have lost the four best years." The necessity of this moral training in the public schools is increased on account of the fact that in many homes the training is such as to debase rather than to elevate, and without such training in the schools the child is lost to crime. Statistics show that there is much more in training than in heredity. Where children of criminals have been placed in good homes by benevolent societies, where they receive the moral training of a good home, a large percentage have turned out to be upright citizens. We frequently know of a child who has been brought up under the care of wise and pious parents, and whose surroundings have been only such as would produce good morals, has yet turned out to be a disgrace to his ancestors. We are sometimes at a loss to account for such a result, but could it not be true that, with all the good intentions of such parents, their manner of training was not such as should be adapted to that special child had they given him the proper study so as to understand him fully? In most cases we are still inclined to believe that the training was not what it should have been.

The training by a teacher has been the means of changing the life of many a man or woman, and it is also true that improper training by teachers has been the means of ruining many who might otherwise have been reputable and trustworthy citizens. Self-government ought certainly to be the end to which all moral education should look, and ought to be developed as far as possible in school years. We hear much about the seven school virtues—regularity, punctuality, neatness, accuracy, silence, industry and obedience. Teachers are sometimes taught that these will make a perfect school. We have seen schools of this kind where all these virtues were enforced through fear of physical punishment. Such training is the kind that makes prisons necessary. If the child is trained in school to look at well-doing only as a means of avoiding punishment, when he gets away from the school-room and into the world he will refrain from committing crime only on account of the presence of police power. The morals of an entire school can be debased by degrading punishments. The dunce-cap, the dunce-block, the gag, etc., were the idiotic follies of the old-time teachers. True, they were ignorant of their folly, and many good men have come out of such schools, but how many more have been so hardened on account of such degrading punishments that their lives have been lost to all that was good and elevating! But while we do not have such punishments in these modern days in our public schools, yet there is one that seems not to have disappeared, the assaulting of a child with opprobrious epithets. The teacher who calls a dull child a dunce or a blockhead commits a crime which ought to be

punished by dismissal. Teachers sometimes pride themselves on the fact that they never use the rod, and yet pierce children's souls with bitter words more cruel and more degrading than the blows upon the body. It would be much better to have a child whipped in school than called a liar, a sneak or other like degrading epithet. Some one has said that striking a child in anger is not punishing, but fighting, and fighting a child at that; but the thrusting of a child with bitter words is worse than fighting; it is soul murder. The good name of the pupil should be as dear to the teacher as the apple of his eye, and any teacher who does not so consider it should not be allowed in a school-room, and any school board that is responsible for such teacher remaining in the school is responsible to the Maker for the moral degradation of the pupils under the supervision of such an one. Bishop Brooks once wrote, "The true mother loves her son and loves the truth. As a result the child is educated in the right manner. The disciples loved Christ and they loved the men around them; consequently their work among them was crowned with success. If you would teach a man a duty or a truth which he should know, you must have this double love. To comfort a man in grief, you must have one hand on the strong rock of absolute truth and the other on the trembling, afflicted soul. Kindness without truth is not kind; truth without kindness is not truth."

Another way in which moral education may be carried on is the ethical atmosphere of a school. In the growth of a plant, atmospheric conditions are of equal importance with the nature of the seed sown and the kind of culture bestowed upon it. This largely depends upon the teacher. The schools that have been most noted for the culture of character have always had a noble man or woman at the core of their wise systems. Arnold made Rugby. Some vital personality makes every school which makes men. Children are natural imitators, so that the dress, the speech, the tones of voice, the manners of the teacher are apt to be reproduced in the plays and amusements of the children at all times. Instruction in duty, whether incidental or regular, must come from the heart of the teacher. He must believe and feel the truth which he teaches, and his instruction must glow with enthusiasm. Some one has said, "Words have weight where there is a man back of them." Noble sentiments have their most potent moral influence when they dwell in the teacher's life. If he would banish falsehood and other vices from his pupils' hearts, he must first exorcise them for his own. If he would make man truthful, gentle, kind and just, his own life must daily exhibit these virtues. Some may be in favor of excluding direct religious teaching from our schools, but who is in favor of excluding religious influence? Attempt to do that and the friends of our public schools, of all beliefs, and the unbeliever as well, would rise up in rebellion against it. From that influence

flows the personality of the teacher, for if he be a truly pious person, humble in his estimate of himself, not valuing his authority on its own account, but using it as an instrument for higher ends, he will be sure to communicate his spirit to his pupils, and by that spirit will open their hearts to the reception of the highest spiritual truths.

We all, therefore, must be convinced of the absolute necessity of ethical training in the public schools. There was a time when it was commonly believed that intellectual education would reduce crime, and that the more schools we establish, the better the people would become; that compulsory educational laws, which were enacted by one State after another, would eventually correct all the evils of society. This was a wrong idea. Experience shows that the criminal of today has been in our public and private schools; that there it was he learned to read, write and figure, and, perhaps, acquired some information that enabled him to be a more successful criminal.

What a great responsibility, then, is devolving upon our public schools! Upon the moral training in our public schools depends the future of our country, whether it shall be made up of an honest, virtuous people, or be the home of lawlessness.—J. A. McLaughry, in *The Pennsylvania School Journal*.

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UNIVERSITY OF CALIFORNIA
COLLEGE OF AGRICULTURE
BERKELEY, CALIFORNIA

Agricultural Experiment Station
E. J. Wickson, Acting Director

CIRCULAR No. 15

(AUGUST, 1905.)

Recent Problems in Agriculture

WHAT A UNIVERSITY FARM IS FOR

INTRODUCTORY NOTE

Liberty Hyde Bailey, Professor of Agriculture in Cornell University, delivered a lecture for the University of California Summer Session on Friday evening, August fourth, 1905, on "Present Problems in Agriculture." That portion of the lecture which dealt with the question of the purposes of a University Farm is here printed as a contribution to a question of pressing public interest.

The agricultural college idea is by no means new; it is at least two hundred years old. In this country the agricultural college, as

an established fact, originated about fifty years ago. Year after next will be celebrated the fiftieth anniversary of the Agricultural College, near Lansing, Michigan. The first agricultural colleges were established as a protest against the older kind of education that did not put men into touch with real affairs. The Land Grant Act of 1862 marks one of the greatest epochs in the history of education; it is the Magna Charta of education. Its purpose was to give instruction in those subjects and affairs which have to do with real life. And, what are they? They are largely agriculture and the mechanical arts. As these agricultural colleges were largely a protest against the older education it was perfectly natural that at first they should be separate institutions.

About one-half of the agricultural colleges of the Union are separate from the universities proper. They are doing good work, and I am saying nothing whatever derogatory to them. There are some reasons still given for having separate agricultural colleges. It is said that other courses will attract the young men from the farm. Now, if the agricultural college can't hold the young men it ought to lose them; the time is past when we shall put blinders on the young men. Again, it is said that the farm boy will be looked down on, but students will not look down upon him if his work is of equally high grade as that pursued in other courses. Sometimes the agricultural college is wanted in a separate locality to satisfy local pride. A locality wants to have an agricultural college and offers inducements to get it. This does not consider the merits of the case. In some cases, a broom factory might be just as satisfying to the community. The University idea is coming to be a unifying idea in the community, and all university work should be kept together. The time is past when the agricultural college should be torn out of the university and be set off by itself.

The agricultural college is founded on the conception that education must relate itself to life. Important corollaries follow. In the first place, agricultural education should not necessarily be bound by academic methods. The teaching work in a college really divides itself into two parts, (*a*) the true college work, leading to a Bachelor's degree; (*b*) postgraduate work, leading to two degrees, the first of these being the Master's degree, which should be given for experimental and investigational work, the work involved in the collection and accumulation of facts, etc., and the Doctor's degree, which should be given for a philosophical consideration of the facts and the collections of data.

Two great enterprises have now come into the college—the experiment station and university extension. They are not university work in the old academic sense. The extension enterprises form the best illustrations of the leadership the university has now

acquired in public affairs. The university is required to do university extension work and it goes beyond the old academic ideals.

Agricultural education also rests upon a large and quickened idea of the laboratory method. We are introducing laboratory methods into every school in the country; the kindergarten, manual training, the school garden, and science work—all mean the laboratory method. And now we also introduce the affairs of everyday life into the schools. All laboratories are pedagogically valuable in proportion as they are in vital connection with theoretical instruction. No school, whether in California or elsewhere, from the primary school to the university, is a good school unless it has laboratory work. The effort is now being made to introduce into every high school in New York a year's work in biology for the first year.

All this brings up the whole question of the university farm. The college or university farm developed with the Land Grant Act. In its history it has gone through several phases. It was first conceived of largely as a model farm, and of course the model farms became the laughing stock of the farmers of the state; and they will always be. If they are model farms they have little pedagogical use. One farm cannot be a pattern farm for all conditions. There are thousands of model farms. Model farms are good farmers' farms. The State cannot afford to go into the model farm business in connection with university work.

In the second place, the farms came to be used merely to illustrate farm practices. In the old days we had museums in our colleges, and persons could go and exclaim as they saw the wonders. We still need museums, but we also have collections with which to work. It is not enough that students merely see things growing or see different breeds of animals. They must come nearer than merely to look: they must use and handle.

Again, college farms were sometimes run with the idea of making a profit; but you cannot run a farm with profit with student labor. If the State is to make money out of a farm, then it must not be used for teaching purposes, but must be conceived of as an out and out business enterprise.

In the next place, there was an idea that these farms ought to represent the commonwealth—that a farm should be "typical" of the State. It is a mighty poor State that can be typified in one farm. If the State wants a typical farm let it have it, but do not burden the University with it. Put it in charge of a Chamber of Commerce, or other advertising organization. Anybody can farm typical land.

Then there was a long period of years when the college farm was used very little or even not at all. Not knowing just what to do with them, many of them have been allowed to drift.

Then there came the passage of the Hatch Act, in 1887, which established the experiment stations; and this afforded a means of utilizing the college farm. There are a good many of our institutions which are now carrying farm lands as experiment stations. Of course we should have farms for research. There are two kinds of research work on farms. One kind of research is in farm practice; the other is research in the fundamental physical, chemical, and physiological problems, which must be done on some farm directly under control.

Now we have come to the final and proper stage,—the farm must then be a laboratory. Thus primarily it must be a laboratory enterprise, and the pattern and model idea are only incidental and secondary. If your people do not believe in this idea, then you must educate your people. A college farm is not primarily for the purpose of growing model or perfect crops. I should rather have the opportunity to teach one student by means of a farm than to show one hundred persons a field of perfect pumpkins.

If we study plowing in the class room, we must also study it in the field, even if we destroy a crop. We must determine and test the relation of plowing to moisture, aeration, microbic life, and many other questions. It is more important that a man learn how and why to plow than it is for the college farm to grow a crop of wheat. Even if I tore up the drainage on a farm in order to teach it, I want to be able to do it. The botanist pulls up the plant to study it. In learning how to grow potatoes one should pull them up and study the root system. Not long ago I was asked how deep potatoes should be planted in a certain soil. I asked, "How many of you know whether the tubers form above, or below, the feeding roots?" Four or five guessed, but no one knew. But on that fact depends much of the success in planting potatoes. If your students want to see a model orchard, they have a thousand of them in California. We want such an establishment as will allow us to drive our cattle right into the class room. We are this day building a class room at Cornell which will hold stock, and which has seats for the students on the sides. They will study real live cattle, not pictures and models. The young men study those cows and find out why they are good and bad cows. They examine their conformation, etc. These cows are just as much laboratory material as the plants of the botanist or the chemicals of the chemist. Next week, if we should be studying the question of beef cattle, they are brought into the building and the students study them just the same way your students study the stratification of rocks. Ten acres of land to use when I want it, and as I want it, is worth more pedagogically than a thousand acres to look at.

The value of a university farm from a university man's point of view consists in its usefulness as a means of teaching. If you do not

want to call it a farm, call it land. The better it is as a farm, the better it ought also to be as a laboratory; but the laboratory utilization of it should always come first. If you are not using farms as a means of training men you are not using them for university purposes. A director of an agricultural college said, some years ago, when a visitor complained that he didn't consider the college farm to be a model farm, "I would rather have a good man with a flower pot in a window than have a poor man with a thousand acres of land." A university farm justified from the university or pedagogical point of view must be made a true laboratory to collate and articulate with the theoretical instruction, otherwise the future will not justify your possession of it.

* * *

Naturalize the Course

Not many years ago the Course of Study consisted of a series of abstractions in which the child took no living interest. These the child must commit to memory. If he failed at the time to understand what he was learning, it was presumed to discipline his faculties, and it was supposed that the meaning would dawn upon him later. Knowledge stowed in the memory like seed buried in the earth would in time germinate and bear fruit.

Against this old formal teaching the first protest came in the form of object lessons in which the child was treated in regularly prescribed doses to the corners, edges, and surfaces of cubes and like interesting matter. This was some improvement, but did not cure the suffering patient, and nature study was next applied as a remedy. In most other respects the Course of Study remained the same, old methods persisted. The child still studied bonds, stocks, partial payments, the capitals and boundaries of all the States, the names of the Presidents, the dates and order of the battles, the technicalities of English grammar. His only incentive for attaching mode and tense to verbs instead of adjectives was to get a passing mark move into the next grade, and eventually through the door of graduation escape into life where men dealt with real things. All who could escaped before graduation. It was like putting the fish into a jar of distilled water and trying to supply his gills for a few minutes each day with a little oxygen by means of a pipette.

Nature Study has been a great blessing; a little oxygen is better than none at all; a little concreteness is better than all abstraction.

Nature Study trains all the senses, it quickens sense perception, it interests the child in the forces and objects of nature about him, it gives an elementary knowledge of common things.

It is time for the next reaction against the dead past,—Naturalize the entire Course of Study,—Make the work concrete,—Put the fish into the stream of living water.

We have done much in this direction already. Manual Training, Cooking, Drawing, Music, Physical Culture, are Nature Study, for they quicken the child's senses, exercise his judgment and promote physical development.

In Manual Training children should learn more than the handling of tools; wood should be known by smell, taste, color. They should test the qualities which adapt them to their various uses. They should know the source of the various lumbers in the markets and the use of each in the construction of a building. They should be encouraged to observe building operations, and to note the kinds of machinery and tools used. They should be able to read simple plans. Manual Training should shorten any subsequent apprenticeship and not be the source of bad habits subsequently to be corrected.

Cooking offers the opportunity for teaching much elementary science, qualities of food articles, hygienic qualities of various foods. Children should be taught the economic use of fuel in cooking and the economy of time in the preparation of a meal. Sight, taste, smell and feeling may be trained in marketing. Children should often be given articles a little tainted to pass judgment upon them. Not enough sense training of this kind is given, and yet what Nature Study is of greater value than that which trains the nose to detect slightly tainted meat, fish or oysters?

Drawing and Music train ear and eye. Children should be taught to appreciate far beyond their power to perform. Occasionally good singers or players should be invited to the school to entertain the children with classical music. In every community there are numbers of people who will be glad thus to share in the education of the young. Fine works of art should be placed before the class, not for critical study, but for sympathetic appreciation and enjoyment. One or two pictures brought before a class at a time are better than a whole gallery, for many things tend only to confuse. Children may be taken to the Art Gallery or Museum for the study of a limited number of things each time.

Flowers, birds, trees, etc., are studies as a basis for drawing and composition. Children should be encouraged to see good proportions in buildings, to observe beauty in all common things,—

trees, sky, clouds, water, sunset. The beauty of nature is not less important than its truth.

Physical culture and supervised play in the public playground or the school yard give hard muscles, flushed cheeks and quickened judgment.

Geographical excursions offer some of the best sense training, and the Museum of Geography will give the best means of handling things.

Some of the best nature work may be done in connection with school gardens. These were started last year, and in some schools were made very effective. It is hoped not only to use part of the school ground (when possible), but in the near future to bring vacant lots into requisition. It is the purpose of the school garden to raise the common food plants. City children know these usually only as they appear in the market or on the table. They see great variety of flowers everywhere, but a hill of potatoes, a head of cabbage, a stalk of corn or ripening grain, they never see. They should know these common food plants from the preparation of the soil to receive the seed till the mature product is ready for the kitchen and the girls should follow it to the dining-room. Many lessons may be given on the soil, the germination of seed, development of the plants, insect pests and the means of destroying them without injury to the plants. With the garden growing and interest awakened only a word or two may often be a lesson.

Endeavor to make every part of the Course concrete and practical. Reading is taught from beginning to end for thought content. Geography begins with observation and follows lines of children's interest. Arithmetic deals with real measurements and with life conditions and problems. History is enriched by parallel and supplemental reading. In language the child is trained to think and helped to a better expression of his thought. If all these are carried out in the right spirit, the Course of Study will be naturalized and Nature Study will form part of every subject.

T. L. HEATON.

* * *

The Course of Study

Every effort has been made to reduce the necessary amount of work in the Course of Study. In every part of the civilized world the daily program of the school seems crowded. The list of subjects is no briefer in Japan than in England, in England than in Germany, in Germany than in America, in New York than in California. Everywhere the Course is full, for modern life is com-

plex and preparation for it requires a variety of subjects. This makes large demand upon the teacher's time and strength. We have greatly lessened this demand by cutting much dead wood from the Course of Study. A minimum Course has been prepared which may be taught in all schools in the required time. Some schools may do more, and materials and methods of amplification are indicated. Teachers are expected to get the spirit of this Course and the aim of each subject taught in order that the supplemental work may be of the right character. Do not dwell upon things which are intentionally omitted; they may have value, but they are omitted to make room for matter of greater value.

Much is omitted in Arithmetic in order that life problems and life conditions may be taught. Geography is no longer a memoriter subject; it is descriptive, industrial, commercial, economical. Do not overdo the technicalities of grammar; give power of thought and of oral and written expression. To make the burden of this work as light as possible, the best supplemental books are provided. Supplemental reading is provided in order that the child may learn to read by reading much. Optional literature is suggested in order that a few pieces may not be worn threadbare by over critical study. Large movements and casual relations are to be emphasized in History; the parallel reading will add interest to the work. It is hoped soon to supply more books in History. The purpose of Nature Study is best accomplished by naturalizing the *entire* Course,—by making all teaching concrete,—by appealing to things rather than mere words. Naturalize all your teaching, then do as much "nature study" as time will permit.

In a system of schools where children pass from teacher to teacher and from school to school, uniformity of aims and a certain uniformity of methods are essential in order that the time of children be not wasted. As much freedom is left to the individual teacher as is consistent with co-operation. Teachers are expected to know the Course of Study; they must build upon what is already done; they must prepare for work yet to come. Thus the proper reading of whole numbers prepares for the writing of decimals; long division prepares for pointing off in the division of decimals; every step in grammar rests upon the preceding work. Every teacher of an upper grade must continue methods begun in the lower. Principals must have a very thorough knowledge of the entire Course of Study.

No subject is completely taught in any class, whether primary, grammar, high school or college. Whenever new material is to be added, the old must be reviewed and enlarged. Do not misjudge the work of those who have had the children before you. The children were less mature and there has been a lapse of time. The ap-

parent defect in the work of the previous teacher may be only a lack of review on your part or failure to understand her methods.

High school teachers should have a fair knowledge of the grammar grade work upon which they are to build. Geography is not all taught under that subject; much more must be taught with the history. Much of the technical part of English Grammar is intentionally left for the high school. Its chief use is in high school subjects and can best be taught by those who are to use it. But unless the grammar school work is to be thrown away, the high school teacher must know what has been done and how it has been done. From ten to twenty weeks should be given to grammar in the high school, preferably in the first year. The literature in the grades is extensive rather than intensive, and so the extensive method should prevail in the first year of the high school.

T. L. HEATON.

* * *

Books and Magazines

ECHOES OF THE N. E. A.

I am glad to have the chance of greeting the National Educational Association, for, in all this democratic land, there is no more genuinely democratic association than this. It is truly democratic, because here each member meets every other member as his peer without regard to whether he is president of one of the great universities or the newest recruit to that high and honorable profession which has in its charge the upbringing and training of those boys and girls who in a few short years will themselves be settling the destinies of this nation. It is not too much to say that the most characteristic work of the republic is that done by the educators, for whatever our shortcoming as a nation may be, we have at least firmly grasped the fact that we cannot do our part in the difficult and all important work of self-government, that we cannot rule and govern ourselves, unless we approach the task with developed minds and trained characters.

You teachers make the whole world your debtors. If you did not do your work well this republic would not endure beyond the span of a generation. Moreover, where altogether too much prominence is given to the mere possession of wealth, the country is under heavy obligations to such a body as this, which substitutes for the ideal of accumulating money the infinitely loftier,

From
President
Roosevelt's
Address

non-materialistic ideal of devotion to work worth doing simply for that work's sake. I do not in the least underestimate the need of having material prosperity as the basis of our civilization; but I most earnestly insist that if our civilization does not build a lofty superstructure on this basis, we can never rank among the really great peoples. A certain amount of money is, of course, a necessary thing, as much for the nation as for the individual; and there are few movements in which I more thoroughly believe than in the movement to secure better remuneration for our teachers. But, after all, the service which you render is incalculable, because of the very fact that by your lives you show that you believe ideals to be worth sacrifice and that you are splendidly eager to do non-remunerative work if this work is of good to your fellow men. The roll of American worthies numbers men like Washington and Lincoln, Grant and Farragut, Hawthorne and Poe, Fulton and Morse, Saint Gaudens and Mac Monnies; it numbers statesmen and soldiers, men of letters, artists, sculptors, men of science, inventors, explorers, road makers, bridge builders, philanthropists, moral leaders in great reforms; it numbers men who have deserved well in any one of countless fields of activity; but of rich men it numbers only those who have used their riches aright, who have treated wealth not as an end, but as a means, who have shown good conduct in acquiring it and not merely lavish generosity in disposing of it.

Thrice fortunate are you to whom it is given to lead lives of resolute endeavor for the achievement of lofty ideals, and furthermore, to instill, both by your lives and by your teachings, these ideals into the minds of those who, in the next generation, determine the position which this nation will hold in the history of mankind.

* * *

Ours is a nation of immigrants. The citizen voter of today was the immigrant child of yesterday. He may be the political leader of tomorrow. The school alone can make of the immigrant the material upon which the future welfare of the state and nation is based. Careful examination of the statistics of the Bureau of Immigration shows, first, that no census of children of school age among the arriving immigrants is taken; second, that thousands of immigrant children of school age never enter our schools; and, third, that about nine per cent. of immigrant arrivals are of school age. That there has never been any co-ordination be-

The Immigrant Child

tween the immigration and the school authorities is a governmental blunder which needs immediate correction.

The Americanization of the child, while the parents remain foreign in thought, language, and custom, means domestic shipwreck. The school must give to the parent correct American standards. In order to acquaint parents as well as children with a respect for the law, we must change our methods of teaching civics. A community needs knowledge of local ordinances before it needs to know the divisions of the national government. Foreigners should be taught the laws which were made for their protection. It is far more essential that they should be taught to obey tenement house laws, to keep fire-escapes clear, and to separate ashes from garbage, than to memorize the qualifications of a United States senator or to name the members of the President's cabinet.

We must recognize that pedagogy based solely upon theory has outlived its usefulness. Abstract educational theories must stand aside to make room for sociological experiences. The sociological needs of a community must be examined and closely studied by educators and the causes thereof must be scientifically traced. In the removal of these causes the school will find its chief function, its chief obligation to the community. Sociology and pedagogy must be harmoniously blended would we truly serve the state and the nation. With this ideal before them, the training schools for teachers must revise their methods.—*Julia Richman.*

* * *

The committee, after carefully reviewing former investigations on secret societies in secondary schools, report that these societies should be discouraged for the following reasons:

Secret Societies in Secondary Schools Because they are unnecessary in high schools; because they are factional and stir up strife and contention; because they form premature and unnatural friendships; because they are selfish; because they are snobbish; because they dissipate energy and proper ambition; because they set wrong standards of excellence; because they are narrow; because rewards are not based on merit, but on fraternity vows; because they inculcate a feeling of self sufficiency in the members; because they lessen frankness and cordiality toward teachers; because they are hidden and inculcate dark lantern methods; because they foster a feeling of self importance; because high school boys are too young for club life; because they foster the tobacco habit; because they are expensive and foster habits of extravagance; because of the changing membership from year to year making them liable to bring discredit and disgrace to the school;

because they weaken the efficiency of, and bring politics into the legitimate organizations of the schools; and because they detract interest from study.

Secret fraternities are especially condemned in public schools, which are essentially democratic, and should not be breeding places for social differentiation. The committee believes that all legitimate elements for good, both social, moral, and intellectual, which these societies claim to possess can be better supplied to the pupils through the school at large in the form of literary societies and clubs under the sanction of the faculties of the schools.

* * *

Compulsory education by the State, and the prohibition of child labor, are policies undoubtedly socialistic in character. They assert the supremacy of the State's interest in the child as against any opposing interest of the parent. The American people has never been afraid of socialism to this extent, and within the last ten years it has greatly extended both compulsory education and the prohibition of the labor of children between ten and fourteen years of age. It would not be inaccurate to say that public sentiment at the present time in New England, in the Northwest, and in most of the North Central States demands an increasingly strict enforcement of child-labor legislation, and that a similar sentiment is rapidly growing in the South.—*Franklin H. Giddings.*

* * *

I recently visited public school 3, Brooklyn, and with the principal walked rapidly through almost every primary classroom in the building. My presence had not been announced to the teachers, so far as I know. The object of the visitation was to observe the carriage of the pupils at the desk, and the way in which they walked and stood. I also saw the pupils come in and out of the assembly. I have seen many schools in which great attention was paid to posture. My visit to this school was unique, because I failed to observe a single child sitting or standing in a distinctly bad position. I did not observe a single child reading with the book flat on the desk and the head bowed over it. The books were held

**Compulsory
Education
and Child
Labor**

**Fighting the
School Desk**

up, the necks were straight, the carriage of the bodies was erect and manly, distinctly military in its character. The carriage of the girls was graceful and gracious. This shows that the physical effects of the school desk can be successfully fought, even under the trying conditions of large city schools, without further teaching of physical training than that which can be given by the regular grade teachers, and even without an adequate gymnasium. It is accomplished in this school through the intelligent and constant activity of the principal and the heads of the departments, who recognize the fact that the children are in the formative period in life, that the roundness of the chest and the erectness of the spine maintained during school life will be carried throughout life; who understand that boys and girls will not only be healthier and more effective all through life if the effects of the school desk are counteracted than if they are not, and who intelligently apply their physical training to this end.

Mere physical exercise will not secure good carriage. Constant and intelligent watchfulness, plus physical exercise, will alone accomplish the result. School gymnastics must be aimed at this one thing—the school desk.

In fighting the school desk two things are to be kept in mind; the sitting still, and the tendency to bad position. The other general results in physical training ought to be largely secured through plays and games.

If the physical training in the schools should so result that a large fraction of all the boys graduating and becoming men shall be strong in body, erect and vigorous in carriage, and all the girls shall be vigorous, graceful, and gracious, it will be a great service in solving one of the most difficult problems of our age, namely the adjustment of city conditions so that they shall be favorable to child life.—*Luther H. Gulick.*

* * *

This paper is tentative, and is designed to call attention to the mental attitude of a large class of teachers after they have been regularly employed in school work, and have practically ceased to study educational problems seriously, or to widen their spheres of knowledge by systematic methods of culture. In a rough sort of way, I am inclined to the belief that not more than twenty per cent. of either sex now engaged in educational work is willing to do much in the direction of either persistent study along special

How
Teachers
Fall Behind

lines or professional reading. By this I do not affirm that eighty per cent. of the teachers do not read, but that their reading is of that patchy, scrappy, miscellaneous species that contains neither information nor much literary culture. The disinclination of a majority of teachers to engage seriously in new channels of thought, unless under pressure of a present, powerful stimulus, is well known.

When "Teachers' Reading Circles" were first outlined in several of the states and courses of study rather formidable were recommended, covering three or four different lines of work, it was very generally believed that a plan had been hit upon that would materially raise the general level of the professional efficiency of the teaching force of the country, and thus widen their spheres of knowledge in many directions. In the practical application of this elaborate scheme, it soon became apparent that those who should have accepted it most enthusiastically, rejected it or were indifferent, while the younger and more enthusiastic teachers were incalculably benefited. * * * * My observation in watching high school teachers who have taken work along special lines is, that it narrows rather than broadens their vision of educational questions generally. As a class these teachers give much less thought to scientific methods of study pertaining to the acquisition of knowledge than any other class of teachers. They are drill-masters who continue to fit subjects to boys and girls, rather than fit boys and girls to subjects. Their methods are in an advanced microscopic stage. In hardly any sense can they be classified as students of education, but they are excellent drill sergeants.—*James M. Greenwood.*

* * *

It is fundamental in America that women shall have the same educational opportunities as men. The opportunities are not to be equivalent in the opinion of men, but they are to be identical in the opinion of women. All offerings are to be open and the right of election is to be free. The sentiment is growing that the education of men and women must be in the same institutions, if the opportunities are to be even; that there is no moral reason why this should not be so; and that good morals, good sense, and the soundest educational ends are promoted by having it so. There is yet some prejudice against it in the eastern states, but logic, justice, and experience are concluding the matter.—*Andrew S. Draper.*

**National
Education**

In 1875 ninety-seven colleges and universities admitted women on the same terms as men, and 1,923 women accepted the privilege.

By 1890 the number of institutions had increased to 282, and the number of students to 9,439, while in 1902 there were 330 co-educational institutions and 22,507 women students. The ratio of women students to the total number of undergraduates in 1873 was 7.7; in 1890 it was 19.5, and in 1902 was 24.7.

Seventy-five per cent. of all the institutions for higher education in the country are now co-educational, and if the Catholic colleges, which have not yet recognized the principle, were excluded, the ratio would be more than eighty per cent. In twenty-seven states and two territories women now have the right to vote for school officers, and in many of them they are eligible to serve on boards of education.

In 1902 two women, in Colorado and Idaho, held the position of State Superintendent of Schools, eleven the position of City Superintendent, 324 County Superintendent, while seventy-two per cent. of all the teachers in the public schools of the country were women. President McKinley recognized the principle of equality by appointing a woman to the office of superintendent of Indian schools, which until 1898 had always been held by a man.

The distribution of the 37,585 women college students in 1902 shows 1,074 studying medicine, 162 dentistry, 218 pharmacy, 165 law, and 108 in theology.—*The Journal of Education*.

* * *

Few farmers now doubt that scientific farming pays. Object lessons of the practical value of many innovations once derided as fads have been too numerous and convincing. The latest illustration comes from Iowa, where one man's tireless and intelligent efforts are credited with adding 100,000,000 bushels to the State's corn crop for 1904. It is estimated that \$30,000,000 has been added to the value of this year's crop as compared with previous years and that far greater gains will be recorded when the newly introduced system shall have become general.

The man who has wrought what is almost a modern miracle is Professor P. G. Holden of the Iowa Agricultural College. He turned his attention to the matter of Iowa's falling corn crops, thoroughly investigated conditions and found a remedy. He induced increasing numbers of farmers to follow his directions as to the selection of seed and preparing the ground for planting. Only the most perfect kernels from the earliest, largest ears of corn are

**What
Scientific
Farming
Does**

used for seed purposes, and scientific methods of tillage follow the planting. In consequence the average yield per acre rose in one year from twenty-seven and one-half to forty bushels.—*Cleveland Plain Dealer*.

* * *

The teacher no longer sits below the salt. His is the noblest profession known to man. Of him we demand higher qualifications, nobler instincts, and greater devotion than of any other. His purpose is to train and develop the mortal; to fit it for its work, to establish its character, and to endow it with power to perform aright all human duties, private and public. The teacher of boys has one phase of this work to perform, the teacher of girls has another. How many of the men and women engaged in "teaching," as they say, really consider their high calling in its sublime aspect? How many go into it as a "business"? How many think? A high English authority tells us that in his country the teachers who think are few.

What are some of the qualifications of a teacher? Knowledge of his subject comes first to mind, of course, but, that allowed, the subject must take a place in the background, for the child to be taught stands first. The question for the teacher is not, "How shall I get into this mind the facts of my subject?" but rather, "How shall I train this child so that it may reach its greatest development? How shall I arouse in it an interest in the subject so real that it will demand facts which, without such interest, are dry and impossible of assimilation?"

Before all other qualifications, however, the teacher's character is the fundamental requisite. That must be above reproach in all things. Milton's words about the poetic power are specially true in regard to the power to teach. "He who would not be frustrate," said the great poet, "of his hope to write well hereafter in laudable things, must himself be a true poem." He who would not be frustrate of his hope to teach well at any time ought himself to be a lofty exemplar of the virtues he would impress upon his pupils. The teacher who stands before a class for hours every day ought to exert greater influence even than the clergyman who speaks from the pulpit one day in the week, and he ought at least to have an equally lofty character, known and recognized by all men. The teacher who is master of his subject, and who has this nobility of character, needs no help of artifices to assist him in governing his pupils—he has simply to be, and they obey.

It is vain for a teacher to attempt to work up an appearance when the reality is not there; girls and boys readily see through

all such thin disguises. No word is needed; the feeling of the teacher is known at once, and the pupil takes a sympathetic attitude, believing that the teacher is right, and that following her cannot lead him far astray. The same holds good in regard to the moral and religious character of the teacher. No spoken words are needed to put the pupil in accord with her in this higher domain. The instructor of character goes about among her pupils shedding upon them the light of her beneficent example, leading them to appreciate and enjoy what is grand and true instinctively. In fact, it is better that the ordinary teacher should not endeavor to give too much direct religious instruction, for religion can no more be taught than any other virtue can. Virtues are lived, and the strong imitative faculty of the child leads to the cultivation of traits that are admired. The true teacher aims to train the pupil to be strong enough to live her individual life without the help that some teachers think necessary to give their pupils. Pupil and teacher are inevitably destined to part at some time, and the teacher who encourages her charge to be dependent upon her trains her to weakness and to sure failure when the parting time comes.—Arthur Gilman, in the *Atlantic Monthly*.

* * *

“The average educated man gets a salary of \$1,000 a year. He works forty years, making a total of \$40,000 in a lifetime. The average day laborer gets \$1.50 a day, 300 days in a year, or \$450 in a year. In forty years he earns \$18,000. The difference, or \$22,000, equals the value of an education. To acquire this earning capacity requires twelve years at school of 180 days each, or 2,160 days. Divide \$22,000, the value of an education, by 2,160, number of days required in getting it, we find that each day at school is worth a little more than \$10 to the pupil. Can't afford to keep them out, can we?”—*The Interstate Schoolman*.

* * *

On training of teachers we make the following quotation:

“Above all, the teacher must keep up with the times in books, methods, lines of thought, and interest. She or he must realize that the world is always passing on, and that, like Alice in Wonderland, she must run as fast as she can to keep where she is. She must keep herself in connection with the great teachers of her time.”

What a Teacher Should Read

It is unfortunate that there are persons claiming to be teachers who do not keep up with the times in *books, methods, lines of thought*, and who are found only by accident in a State teachers' association.

There are others who are much more thoroughly conversant with Mrs. Wiggs of the Cabbage Patch or Lovely May than with Halleck's *Psychology*, or "Education of the Nervous System"—to whom *The Vendetta, The Right of Way, and Alice of Old Vincennes* are more familiar than Dewey's *Pedagogic Creed, School and Society*, or any utterances of De Garmo, G. Stanley Hall, or W. T. Harris, or Parker.

This ought not to be so.

It is treason to the high calling of the teacher.

No *lawyer* would read these books to the exclusion of Blackstone, Kent, Boone, Cooley, Greenleaf, or other authorities in his profession.

No physician would do so to the neglect of Gray, Tyson, or Kirk, or other recognized authority in medicine; and we should profit by their example.

We make no attack upon the reading of fiction, but it can not act as a substitute for the study of the best literature of our own profession.

The power of a thoroughly trained, consecrated teacher who keeps abreast of the times, is manifest both in the *quality and quantity* of the work done, in the superior character of the pupils trained under such influences, in their punctuality, in the regularity of their attendance, and in their quick response to all things pertaining to moral and mental improvement.

Such a teacher is more potent and forceful for good in a community than compulsory laws, however wisely constructed.

Contrasting the evil effects of poorly prepared, indifferent teachers, one able superintendent declares that, for the sake of the children, he would gladly pay such teachers their regular salary to keep *out* of the schoolroom.

Better training for teachers means improvement in the schools, and consequent improvement in the social, civic, and home life of our people, through the inspiration and quickening influence of the exalted conception of teaching as a God-given *opportunity for service*.

Teaching in this twentieth century civilization, with so much that is good and so much that is evil, is pre-eminently a call to service.—*The Southern Teachers' Advocate*.

Official Department

STATE BOARD OF EDUCATION

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FREDERIC L. BURK.....	President State Normal School, San Francisco
THOMAS J. KIRK, <i>Sec. of Board</i>	Superintendent Public Instruction, Sacramento

State Board of Education Meeting

Sacramento, Cal., August 5, 1905.

A meeting of the State Board of Education, pursuant to the call of the Secretary, was held this day in the office of the Superintendent of Public Instruction at the State Capitol.

The meeting was called to order at 10:30 A. M., President Wheeler of the State University presiding in the absence of the Governor.

Roll call showed the following named members to be in attendance: Morris E. Dailey, President State Normal School, San Jose; J. F. Millspaugh, President State Normal School, Los Angeles; C. C. Van Liew, President State Normal School, Chico; Samuel T. Black, President State Normal School, San Diego; Frederic L. Burk, President State Normal School, San Francisco; Benjamin Ide Wheeler, President University of California, Berkeley; Thomas J. Kirk, Superintendent of Public Instruction and ex-officio Secretary of the Board.

The following named members were absent: Governor George C. Pardee, President of the Board; Elmer E. Brown, Department of Education, University of California, Berkeley.

The minutes of the meeting of the Board held on June 3, 1905, were read and corrected on page 194, so as to show Dr. Van Liew not voting instead of voting no on the motion to substitute him as a member of the State Text-Book Committee during Dr. Brown's illness. The minutes as thus corrected were then approved.

The Secretary read a communication from the President of the University of California, stating that Dr. Fletcher B. Dresslar,

during the absence of Prof. Elmer E. Brown from the University on leave, had been placed at the head of the Department of Education and was therefore entitled to a seat as a member of the State Board of Education.

Supt. Kirk moved the communication be placed on file and that Dr. Fletcher B. Dresslar be recognized as a member of the State Board of Education for such time as he shall remain at the head of the Department of Education of the University of California.

The Secretary read a list of applicants for the Special High School Credential and stated that in pursuance of the rules he had referred the applications to the proper committee for consideration.

Pres. Burk called attention to the fact that Tanner's "Elementary Algebra," which the Board placed on the list of high school texts in June, 1904, had through inadvertence been omitted from the list adopted at the June meeting, 1905, and he moved that said book be added to the list, and it was so ordered.

On motion of Pres. Burk, the Board decided to consider applications for the accrediting of colleges and universities but once each year and then at the meeting held nearest March 1st. Pending a vote on the above motion, considerable discussion was had in reference to the accrediting of Pomona College, and to bring the matter before the Board, Supt. Kirk moved that Pomona College be accredited and that said institution be placed on the second list, specified and described in resolutions adopted by this Board January 19, 1905. The motion received no second, and on roll call the motion of Pres. Burk was carried.

President Millspaugh offered the following resolution bearing upon the same subject, which was on motion adopted:

Resolved, That provision be made at the present meeting of the Board for the holding, at an early convenient date, of a joint conference of the State Board of Education and a committee of five members of the faculty of the University of California, to be appointed by the President of the University,—the purpose of such conference being a full reconsideration of all matters connected with the certification of high school teachers, under the law, and the revision of all rules now in force relative to such certification;

Resolved, That President Van Liew be made a special committee of one to prepare a revision of present rules to serve as a basis of discussion at said proposed conference.

It was recommended on motion of Dr. Millspaugh, that such conference be held in connection with the next meeting of the State

Board of Education, and that such meeting be held in San Francisco.

On motion of Pres. Burk, Pres. Van Liew was appointed a committee of one to revise existing rules for high school certification, in accordance with the resolution offered by Pres. Mills-paugh.

Pres. Burke submitted the following resolution, and on motion it was referred to President Van Liew, to be considered in connection with other rules for the granting of high school certificates:

Graduates of the California State University and of Leland Stanford Jr. University who have previously graduated from a California State Normal School and an accredited California high school shall be deemed eligible for a credential for a high school certificate without further requirements, except in the case of those to whom the University has already allowed the full advanced credit of thirty units, upon their normal diploma, in pursuance of the provision adopted by the University relative to the admission of normal graduates upon advanced standing. In all cases graduation from a California State Normal School shall be recognized as a complete fulfillment of the pedagogical requirement specified in Section 1521, Sub. 2nd, of the Political Code. This resolution shall not be interpreted to apply to the cases of normal school graduates whose diplomas are dated prior to June, 1900.

The Committee on High School Credentials submitted the following report, which was on motion adopted:

Sacramento, Cal., Aug. 5, 1905.

TO THE STATE BOARD OF EDUCATION:

Gentlemen:

Your Committee on High School Credentials have examined all applications submitted to them for Special High School Credentials and beg to submit the following recommendations:

That the Special High School Credential be granted to the following persons:

Emmet G. Alexander, Berkeley; Mary Belle Butler, Alameda; Frank P. Bussell, Berkeley; Alton M. Brooks, Hanford; Raymond E. Chase, Berkeley; Olive E. Clark, Merced; Thomas F. Campbell, San Jose; Burnham C. Benner, San Dimas; Donato Arribas de Castro, San Francisco;

Henry Clinton Emm, Shasta Retreat; Harriet G. Eddy, Elk Grove; Sara Feilchenfeld, Los Angeles; Mrs. Edna Cook Harper, Fruitvale; Albert G. Morse, Berkeley; Juliette Pierce, San Francisco; Oran A. Petree, Palo Alto; Horace M. Rebok, Riverside; John W. Raymer, Berkeley; Dora Hansen Shinn, Sunland; Clara L. Zeigler, Berkeley; Otto Rathke.

(Signed)

F. L. BURK,
M. E. DAILEY,
J. F. MILLSAUGH,
THOMAS J. KIRK,
Committee.

President Dailey for the Committee on Accrediting of Normal Schools made verbal report, in which he stated that the Normal Department of the Nevada State University at Reno, and the State Normal School at Ellensburg, Washington, were unintentionally omitted from the list of Normal Schools which the Committee recommended for accrediting at the June meeting of the Board, and he asked therefore that they be added to such list. On motion, the request was granted and the Secretary was instructed to give notice to the various county boards of education.

Pres. Van Liew for the Committee on Accrediting of Kindergarten Training Schools submitted the following report, which was on motion adopted:

TO THE STATE BOARD OF EDUCATION:

Gentlemen:

Your Committee on Accrediting of Kindergarten Training Schools desires to make the following report:

We recommend that the word "California" be stricken from rule C of our regulations for granting kindergarten-primary certificates on the ground that in its present form an unjust distinction is made in favor of private kindergarten training schools located in California.

Respectfully,

(Signed)

C. C. VAN LIEW,
J. F. MILLSAUGH,
BENJ. I. WHEELER,
THOMAS J. KIRK,
Committee.

Pres. Millspaugh moved that the rules governing the examination of applicants for Special High School Credentials, which were adopted at the next preceding meeting, be amended as follows:

In No. VII of the list of subjects in which applicants are to be examined insert after the word "Education," the words: "History of Education, and."

A roll call was demanded and the motion was carried by the following vote: Ayes, Dailey, Millspaugh, Dresslar, Black, Kirk, Wheeler, 6; Noes, Burk, Van Liew, 2.

The rules as finally approved and adopted are as follows:

RULES GOVERNING THE EXAMINATION OF APPLICANTS FOR THE SPECIAL HIGH SCHOOL CREDENTIAL.

Candidates for the special credential for the High School certificate under Rule 3A will be required to pass an examination in the following topics:

I. Mathematics: plane, spherical and solid geometry; algebra; plane trigonometry.

II. History: ancient, mediaeval and modern, English and American.

III. Literature: an intelligent familiarity with English literature, its masterpieces and a comprehensive understanding of its development.

IV. Either (1) a thorough acquaintance with the grammatical and rhetorical structure of the English language, and (2) a reading ability of Latin or of Greek, or of French or of German.

V. Sciences: (a) physics, chemistry and physical geography: or (b) physiology, zoology, botany and geology.

VI. Economics and civics; particularly an intelligent comprehension of existing problems of general public interest and discussion.

VII. Education: History of Education, and particularly the values of the several subjects of the High School curriculum in preparation for life.

The Examining Committee and Examiners: The State Board shall annually appoint three members of its number as an examining committee, one of whom shall be designated as chairman.

At least one month previous to the examinations the State Board shall select expert examiners, at least two for each of the several groups of subjects above named, not necessarily members of the State Board.

(c) *Preparation of questions.*

Not more than three days prior to the first Monday in March of each year the State Board of Education shall meet and prepare questions in each of the subjects named in Rule 3 A. No set of questions in a given subject shall be made unless at least three members of the Board shall submit for selection sets of questions prepared independently of one another. The sets of questions in each subdivision which have been adopted, shall be sealed in separate envelopes. Upon each envelope shall be written the subject, and the day and the hour of the examination.

(d) *Holding Examinations.*

Examinations shall be given simultaneously, under the personal supervision of at least one member of the Board, in the following places: Chico, Berkeley, and Los Angeles. The seal of the envelope containing the questions of a given subject shall be broken at the time designated and in the presence of the applicants. Uniform stationery shall be provided for the examinations.

Each applicant shall write his name and address upon a card and shall seal the same in a blank envelope. Upon completing the examination in each subject, the applicant shall fasten his papers and the envelope securely together. He shall not write his name nor any distinguishing mark upon his papers nor upon the outside of the envelope which contains his name and address. Each question, and only one question, shall be answered completely upon one sheet, or half sheet of paper.

When all the applicants shall have completed the examination in a given subject, the supervising member of the Board shall seal the papers in double envelopes, writing upon the inner envelope the subject and place of examination. This package shall be immediately sent to the chairman of the Examining Committee.

(e) *Numbering Papers.*

As soon as possible after the completion of the examination, the Examining Committee shall meet and open the sealed envelopes placing the papers in each subject face downward and shuffling the papers of each set thoroughly. Upon the back of each separate paper and upon the attached envelope (containing the name and address of the applicant) shall be stamped a number. When each paper shall have been thus carefully numbered, the envelope containing the names shall be detached, and these, being collected shall be sealed in an envelope. This envelope shall

not again be opened until all the papers have been duly examined, and under conditions hereinafter stated.

The Examining Committee shall then arrange in separate packages the papers according to group topic and shall deliver or send the same to one series of examiners with instructions to return the same, when the markings are complete, to the chairman of the Examining Committee.

(f) *Examiner's Markings.*

The examiners shall mark the papers, upon the basis of 100 credits, and shall make a record of the papers, distinguishing them by number. This record for each of the numbers signed by the examiner shall be sealed in an envelope. He shall seal the package containing the papers and return the package to the chairman of the Examining Committee, together with his sealed report. The Chairman of the Examining Committee shall then send the papers to the other examiners of the same topic who shall proceed in similar manner. No examiner shall affix any mark upon the papers which might in any manner prejudice the mind of other examiners, nor shall there be any communication between them until after the Board announces the results.

The Chairman of the Examining Committee shall retain the reports of the examiners, sealed, until all examiners have made their reports.

The sealed reports of the examiners shall be opened by the Committee and the result of the examination for each subject by the duplicate examiners averaged. In case of discrepancies indicating a misapprehension or inadvertency on the part of the examiners, the Committee may ask for a re-examination of the papers in question.

(g) *Identifying Applicants.*

The numbered envelopes containing the names of the applicants shall not be opened except in meeting of the Examining Committee, and not until the markings, according to the distinguishing numbers, is finally completed by the Examining Committee and no markings shall be changed after the envelope containing the names have been opened. The names shall then be substituted for the numbers.

(h) *The Standard of Success.*

Applicants who fail to receive an average of 70 per cent. upon all groups or less than 50 per cent. in any two groups shall be marked as failed.

(i) Oral Examinations.

The Chairman of the Examining Committee shall send the list of applicants who have passed the written test satisfactorily to the State Superintendent, who in turn shall notify such applicants to meet the Committees of the Board at a stated place and date for an oral examination as to experience, means of acquiring scholarship, health, age, general culture, habits, and such other matters affecting their qualifications as teachers. These committees must be at least three in number and applicants must appear before the committee in session, not before the individual members of the Committee. At least two members of the Committee must attest the result.

(j) State Board Action.

At the following meeting of the State Board applicants who have passed the written examination satisfactorily and who are reported upon favorably by the committee conducting the oral examinations may be granted special high school credentials.

(k) Fees and Expenses.

All applicants before beginning the examination must pay a fee of five dollars. All successful applicants must pay an additional fee of ten dollars for credentials. The fund thus collected may be used by the Board in payment of the services of the appointed examiners and for such incidental expenses as may be necessary. No member of the State Board shall receive any recompense for services.

Any candidate for the Special High School Credential whose application is pending or has been denied may be admitted to the annual examination conducted by the State Board of Education; and the State Board of Education may require any candidate concerning whose qualifications they are in doubt to take the whole or any part of such examination. The examination is regarded as a means of gaining information relative to the candidate's qualifications additional to the information regarding training and experience which may be presented in his formal application and accompanying documents.

All applicants must, before receiving credentials, submit a physician's certificate showing sound health.

The report of the State Text-Book Committee was read by the Committee's Secretary, Mr. Robert Furlong. The same for report was approved, adopted, and ordered spread upon the minutes, and the following special resolutions were adopted on roll call by the unanimous vote of all members present:

Resolved, That the action of the State Text-Book Committee in publishing The Children's First Reader be approved, ratified and confirmed; that said book be accepted, approved and adopted by the State Board of Education as a book of the State series for use in the Primary Grades of the public schools; that the cost price of such book be fixed at 24 cents in Sacramento, the same being 18 cents for printing, binding, publishing, etc., and 5.6 cents for royalty for use of the plates thereof, as provided in the contract heretofore approved by this Board, and that the price of such book by retail dealers to pupils and by mail from Sacramento be 24 cents plus the postage, which is 5 cents per book, making the retail price of the book 29 cents.

Resolved, That the action of the State Text-Book Committee in publishing The Children's Third Reader be approved, ratified and confirmed; that said book be approved, accepted and adopted by the State Board of Education as a book of the State series for use in the elementary grades of the public schools; that the cost price of such book be fixed at 42 cents in Sacramento, the same being 31.5 cents for printing, binding, publishing, etc., and 10 cents for royalty for use of the plates thereof, as provided in the contract heretofore approved by this Board, and that the price of such book by retail dealers to pupils and by mail from Sacramento be 42 cents plus the postage, which is 8 cents per book, making the retail price of the book 50 cents.

Resolved, That the action of the State Text-Book Committee in publishing The Fourth Reader be approved, ratified and confirmed; that said book be accepted, approved and adopted by the State Board of Education as a book of the State series for use in the elementary grades of the public schools; that the cost price of such book be fixed at 49 cents in Sacramento, the same being 36.8 cents for printing, binding, publishing, etc., and 12 cents for royalty for use of the plates thereof, as provided in the contract heretofore approved by this Board, and that the price of such book by retail dealers to pupils and by mail from Sacramento be 49 cents plus the postage, which is 11 cents per book, making the retail price of the book 60 cents.

The chairman announced appointment of the following standing committees for the current year.

STANDING COMMITTEES.

High School Credentials: Dresslar, Burk, Dailey, Millspaugh, Kirk.

Accrediting of Normal Schools, Life Diplomas and Certificates of other States: Dailey, Black, Burk, Kirk.

California Life Diplomas and Documents: Black, Dailey, Van Liew, Kirk.

Accrediting of Kindergarten Training Schools: Van Liew, Millspaugh, Wheeler, Kirk.

Grievances: Millspaugh, Van Liew, Wheeler, Kirk.

High School Text-Books: Dresslar, Burk, Van Liew, Kirk.

The chairman announced the appointment of the following members as the Examining Committee, provided for in the rules adopted for the examination of applicants for Special High School Credentials: Van Liew, chairman; Dresslar, Millspaugh.

There being no further business, the Board adjourned at 12:45 P. M.

THOMAS J. KIRK,

Superintendent Public Instruction and ex-officio Secretary.

* * *

Bulletin No. 69

August 7, 1905.

To County, City and County, and City Boards of Education of the State of California:

Pursuant to the provisions of law, I, THOMAS J. KIRK, Superintendent of Public Instruction of the State of California, hereby give notice that The Children's First Reader, The Children's Third Reader, and The Fourth Reader for use in the primary and grammar grades of the public schools of the State have been compiled, published and adopted, and that the same will be ready to offer for sale and distribution on and after August 12, 1905. The uniform use of said books in the grades of the public schools of the State for which they are intended will be required after one year from the 11th day of January, 1905, the date of contract for the use of the plates of copyright matter comprising such books; but nothing is to prevent any County, City and County, or City Board of Education from

adopting and requiring the use of said books before said mentioned date in the grades of the public schools for which they are intended.

The State Board of Education, at its meeting held on August 5, 1905, pursuant to law, approved the action of the State Text-Book Committee in adopting said books and prescribing their use in the public schools of the State, and fixed the prices thereof as follows:

THE CHILDREN'S FIRST READER.

Cost f. o. b. boat, railroad, or express at Sacramento..24 cents.
 By mail29 cents.
 Price to pupils from book dealers..... 29 cents.

THE CHILDREN'S THIRD READER.

Cost f. o. b. boat, railroad, or express at Sacramento..42 cents.
 By mail50 cents.
 Price to pupils from book dealers.....50 cents.

THE FOURTH READER.

Cost f. o. b. boat, railroad, or express at Sacramento..49 cents.
 By mail60 cents.
 Price to pupils from book dealers.....60 cents.

The attention of County, City and County, and City Superintendents is called to Subdivision 1 of Section 1874 of the Political Code, which provides that they shall order a sufficient number of each new text-book to give at least one copy to every public school library within their respective jurisdictions.

Superintendents may send their orders to me for the total number of copies of each book required, accompanied by the money at 24 cents a copy for The Children's First Reader, 42 cents a copy for The Children's Third Reader, and 49 cents a copy for The Fourth Reader, the same in each instance being the cost price at Sacramento. On receipt of the books Superintendents will mail or otherwise have them delivered to the school district libraries, and charge the library funds 29 cents a copy for The Children's First Reader, 50 cents a copy for The Children's Third Reader, and 60 cents a copy for The Fourth Reader, to cover cost at Sacramento and postage.

Superintendents may send in their orders at once and they will be promptly filled, but these books, owing to the limited number at present on hand, can not be offered for general sale to book dealers until August 12, 1905.

Bulletin No. 70

August 7, 1905.

To Dealers in State School Text-Books of the State of California:

Notice is hereby given by the undersigned, the Superintendent of Public Instruction of the State of California, that three new text-books of the State series of school text-books have been compiled, published and adopted by the State Text-Book Committee, with the approval of the State Board of Education, as provided by law, to wit:

THE CHILDREN'S FIRST READER.

THE CHILDREN'S THIRD READER.

THE FOURTH READER.

The following prices have been fixed for said books:

THE CHILDREN'S FIRST READER.

Cost f. o. b. boat, railroad, or express at Sacramento. .24 cents.

By mail29 cents.

Price to pupils from book dealers.....29 cents.

THE CHILDREN'S THIRD READER.

Cost f. o. b. boat, railroad, or express at Sacramento. .42 cents.

By mail50 cents.

Price to pupils from book dealers 50 cents.

THE FOURTH READER.

Cost f. o. b. boat, railroad, or express at Sacramento. .49 cents.

By mail60 cents.

Price to pupils from book dealers.....60 cents.

These books can not be offered for sale to dealers until August 12, 1905. New order blanks will be sent you shortly with these new books listed. In ordering Readers be sure to specify whether the new books or the old are desired.

Two books of the new series of State Readers, to wit:

THE CHILDREN'S PRIMER and

THE CHILDREN'S SECOND READER

can be supplied at once, at the following prices:

THE CHILDREN'S PRIMER.

Cost f o. b. boat, railroad, or express at Sacramento. .20 cents.

By mail25 cents.

Price to pupils from book dealers.....25 cents.

THE CHILDREN'S SECOND READER.

Cost f. o. b. boat, railroad, or express at Sacramento. .28 cents.

By mail35 cents.

Price to pupils from book dealers.....35 cents.

It is expected that a

FIRST BOOK IN ARITHMETIC

will be ready to offer to the schools about November 15, 1905.

No new texts have yet been adopted in GRAMMAR or PHYSIOLOGY, and no change in the present books in these subjects may be anticipated prior to January 1, 1906, and perhaps not until July 1, 1906.

Bulletin No. 71

August 8, 1905.

To All Public School Authorities of the State of California:

Information reaches me from a credible source that sales of many school text-books other than the State series are being made to parents and pupils of California. Parents and pupils are making these purchases under misapprehension, if not under misrepresentation, and it is the duty of school officers and teachers to correct it.

In the compilation and publication of sundry State series of text-books, text-matter has been taken, under royalty contract, from books of several different publishing houses.

McMaster's School History of the United States, Thomas's Elementary United States History, Natural Advanced Geography of Redway & Hinman, Tarr & McMurray's series of Geography, Hornbrook's Arithmetic, Cyr's series of Readers, McClymonds & Jones' Elementary Arithmetic have all been largely drawn upon for text-matter in compiling new State series of school text-books during the past two years, but none of these books has been adopted for use in the public schools. There is no authority vested anywhere for adopting these as State text, and the use or sale of them as State series school text-books is unlawful, and any county, city, or school district that uses them as such or in place of state series books violates the plain provisions of the law, to wit:

5. Any county, city and county, city or school district that refuses or neglects to use the State series of school text-books in the grades and in the subjects for which they are intended and at the time as required in the foregoing subdivisions of this Act must, upon satisfactory proof of such refusal or neglect, have the State money to which it is otherwise entitled, withheld from it by the Superintendent of Public Instruction.—*Subdivision 5th of Section 1874 of the Political Code.*

It will be my duty, and I shall not hesitate to discharge it upon proof of the fact, to withhold State school money from the county, city or school district which so trenches upon the law. I have specific directions from the Attorney-General just how to be governed in withholding public money from any single school district, the school authorities of which require parents or pupils to purchase other than books of the State series when the State has published and prescribed books for use in any given subject in the primary and grammar schools.

The Text-Book Committee, with the approval of the State Board of Education, is endeavoring to have published, just as rapidly as results can be accomplished, all books required for use in the primary and grammar grades of the public schools. These State texts are being supplied through the State system of publication and distribution as cheaply and even more cheaply than like texts can be supplied from other sources, and there is no excuse for violation of the law.

The State can now supply the following State series of books, to wit: Grammar School U. S. History (new), State Physiology, Introductory U. S. History (new), Civil Government, Grammar School Geography, (new), Children's Primer (new), Introductory Geography (new), Children's First Reader (new), Grammar School Arithmetic (new), Children's Second Reader (new), Revised English Grammar, Children's Third Reader (new), State Speller, The Fourth Reader (new).

And about November 1st it is expected to have published and ready for distribution a First Book in Arithmetic.

There are two or three more subjects taught in the primary and grammar schools for which the State has not yet either revised old texts or prepared new ones. It is the opinion of the Attorney-General that where a text-book has not been published and prescribed by the State for any school study, local authority may prescribe a book instead and use the same until the State has prepared a book, but no contract shall be made that will preclude the State book when ready for use.

I trust that this hint as to what may be expected in case of persistence or continuance in disregarding the law relating to the purchase or use of other than the legally adopted school books will not be unheeded, for I shall not fail in the discharge of my duty toward offenders. I recall that this is the second Bulletin that I felt constrained to issue on this subject, and I will aim to avoid the imputation that my expressions on this matter are merely idle words.

I desire also to express a caution to all with respect to the use of supplementary books. Supplementary books must not supplant regular State texts, and State series of texts only may be required to be supplied by parents or pupils.

Most respectfully,

THOMAS J. KIRK,

Superintendent of Public Instruction and ex-officio Secretary State Board of Education.

Western School News

MEETINGS

National Educational Association, San Francisco, July, 1906. Dr. Nathan C. Schaeffer, President.

California State Teachers' Association, Berkeley, Cal., last week in Dec. James A. Barr, Stockton, President; Mrs. M. M. FitzGerald, 405 Fillmore Street, San Francisco. Secretary.

Northern California Teachers' Association, Red Bluff, November 1, 2 and 3. J. D. Sweeney, Red Bluff, President.

Southern California Teachers' Association, Los Angeles, Cal. Week before Dec. 25th. President, J. D. Graham; Miss Alice Frazier, Santa Ana, Secretary

NOTES

A. H. Adrian has been elected for four years as City Superintendent of Santa Barbara at a large increase in salary.

The Graded Speller, by Alice Rose Power of the Edison School, San Francisco, and published by J. B. Lippincott Co., has been adopted as a desk book for teachers' use in the San Francisco schools. It has also been adopted in many of the important places in Pennsylvania and other States.

Geoffrey F. Morgan, who has been principal of the school at Highgrove, Riverside County, for two years past, will resign his post at the close of the present term, in order to enter Stanford, where he will take a four years' course. Mr. Morgan was the successor of Prof. E. T. Boughtn, who is now principal of the Hemet High School and a member of the County Board of Education.

The Advisory Board of Editors of the official journal, consisting of Dr. E. C. Moore, Dr. C. C. Van Liew, Dr. Morris E. Daily, Prof. David S. Snedden, and John Swett, met at the office of the journal Aug. 30th. It was decided to issue a special number Dec. 1st, on Berkeley, for the State Teachers' Association, and another one in April or May, 1906, for the National Educational Association. A special effort will be made to secure "Methods" for teachers in the primary and grammar schools.

Prof. A. B. Coffey has been elected to the Chair of Philosophy and Education in the Williams and Mary College, Williamsburg, Va. Williams and Mary is the second oldest institution in the United States. Prof. Coffey will have a great field of work for his splendid abilities in awakening interest in educational topics.

Prof. D. S. Snedden will spend the year in study at Columbia University, New York.

Dr. A. H. Suzzallo has returned to Stanford University, after a year's service as lecturer in Teachers' College, New York.

Ginn & Co. have issued a beautiful and convenient Teachers' Portfolio. It will be sent free to any teacher who applies. Address S. C. Smith, Ginn & Co., 325 Sansome St., San Francisco, Cal.

On Monday, August 14th, a new High School was opened at Fruitvale, Alameda County, with six teachers and an enrollment of 150 pupils. Mr. F. S. Rossiter, formerly principal of the Sequoia Union High School of Redwood City, is in charge of the newly organized school. Plans are already on foot for a \$75,000 high school building, with a seating capacity of 500 pupils. It is estimated that this number will be reached within the next five years, which does not seem improbable with the 15,000 population of Fruitvale and the near-by towns. In past years the Oakland and Alameda High Schools have been drawing from this district. The attendance of these older pupils in the new school accounts partly for the large initial enrollment and makes it possible for work to be begun in all the classes with a senior class of eight to be graduated at Christmas.

Hon. Thomas J. Kirk, Supt. T. O. Crawford, and Dr. C. R. Brown were present at the opening.

The Executive Committee of the N. E. A. will be in San Francisco in October to arrange for the next meeting of the Association.

Nine counties have decided to hold their institutes with the State Association at Berkeley in December.

M. Greenwell has been elected as Assistant Superintendent of Schools of Oakland, Cal.

The teachers of the Republic of Mexico have organized a National Educational Association. There will be meetings in the City of Mexico soon.

A new and popular song, "California, Queen of Old Columbia," words and music by Jennie L. Thorp. Price ten cents. Solo, with beautiful title page, 25 cents. Special rates in quantities.

E. L. Cave, Principal St. Helena Public School and member of Napa Co. Board of Education, says:

Mrs. Jennie L. Thorp:—Dear Madam—I am in receipt of several copies of "California, Queen of Old Columbia." Permit me to state to you that your very excellent composition was sung by a double quartette at our recent 9th of September Celebration in St. Helena. It was splendidly sung, and received many very complimentary responses from those who had the pleasure of hearing it. Thanking you for affording us an opportunity of becoming acquainted with the song and for the pleasure of hearing it well sung, I remain, yours very truly,

C. L. CAVE, Secretary 9th of September Celebration Com.

Order from Mrs. J. L. Thorp, Dos Palos, Merced Co., Cal., or The Whitaker & Ray Co., 711 Mission street, San Francisco, Cal.

Hoitt's School for Boys at Menlo Park, under the administration of W. J. Meredith, is in a prosperous condition.

A knowledge of shorthand is indispensable to a teacher. It may also be the means of greatly increasing your income. Shorthand is one of the few subjects that can be taught advantageously by mail. For particulars address San Francisco Business College, 739 Mission St., San Francisco, Cal.

* * *

TEACHERS' INSTITUTES.

The following is a partial list of men and women who will be available for institute work this year: Dr. E. C. Moore, Dr. F. B. Dresslar, University of California. Prof. E. P. Cubberly, Dr. A. H. Suzzallo, Stanford University. Prof. T. L. Heaton, Dept. Supt. of Schools, San Francisco. T. H. Kirk, 5909 Piedmont Ave., Los Angeles, Cal. D. R. Augsburg, Drawing, Oakland, Cal. Mrs. L. J. Sweezy, Music, Berkeley, Cal. Supt. Edward Hyatt, Riverside, Cal. Jennie Morrow Long, Voice, Majestic Building, San Francisco. Mrs. C. Van D. Chenoweth, A. M., Shakespeare, etc., Majestic Building, San Francisco. Dr. Frederic Burk, Prof. Frank Bunker, State Normal School, San Francisco. Prof. E. I. Miller, History; Dr. C. C. Van Liew, Methods in English Education; Lina Lennon, Music; Prof. B. M. Davis, Biological Science, State Normal, Chico; Anna Nicholson, State Normal School, San Jose. Specialists for evening lectures: Joaquin Miller, care Western Journal of Education, San Francisco; Herbert Basford, care Western Journal of Education, San Francisco; Rev. Dr. E. E. Baker, Oakland; Rev. Dr. Rader, San Francisco.

* * *

PRESIDENT DAILEY.

WHEREAS, The President and faculty of the San Jose State Normal School have conducted without compensation during the past three years a summer school for the benefit of the teachers of California; and whereas, we, the members of the summer session of 1905 as teachers and students have been greatly benefited therefrom,

THEREFORE, BE IT RESOLVED

That we extend to President Dailey and the members of the faculty our sincere thanks for their earnest work in our behalf, and be it further

RESOLVED, That we hereby express our grateful appreciation of the instructive excursions and pleasant entertainments afforded us during this session, and be it further

RESOLVED, That a copy of these resolutions be presented to the faculty and published in the "Western Journal of Education," the local press and in the Normal School "Pennant."

ANNOUNCEMENT.

THE MACMILLAN COMPANY take pleasure in announcing that they have purchased the publications formerly issued by Messrs. Richardson, Smith & Company, of 135 Fifth Avenue, New York City, and that these publications will hereafter bear the imprint of THE MACMILLAN COMPANY.

Among the gentlemen formerly connected with Messrs. Richardson, Smith & Company who will be identified with THE MACMILLAN COMPANY are Mr. A. W. Richardson, Mr. H. P. Smith, Mr. H. D. Harrower, and Mr. V. M. Allen. They may hereafter be found in the offices of the Educational Department of THE MACMILLAN COMPANY, 64 Fifth Avenue, New York City.

* * *

SPECIAL TO TEACHERS.

Dr. A. E. Winship's "Journal of Education," Boston, an interesting and valuable educational weekly, will be sent to anyone for thirteen weeks beginning at any time for 25 cents. September, October and November issues are to be exceptionally attractive. Send to the New England Publishing Co., 29A Beacon St., Boston.

* * *

Lands in Tropical Mexico

Lands for sale that pay 5 per cent. now and large profits in the future when the rubber trees mature. Corn, cattle and rubber are the staple income producing products of our plantation. Will sell land by the acre, \$5.00 per month for 80 months, or \$400 cash. For literature address Playa Vicente Plantation Co., 711 Mission St., San Francisco, Cal.

* * *

SPECIAL—To teachers, I allow all teachers a special discount of 10 per cent on Trunks, Bags and Suit Cases. I am sole agent for the "Stallman" Dresser Trunk,—they hold "a thousand and one" things so you can find what you want quickly. Write for prices to any of my 3 stores. Oppenheimer the Trunk Man, No. 1 Ellis St., No. 227 Montgomery St., and 638 Market St.

The Western Journal of Education

October, 1905

CONTENTS

	PAGE
EDITORIAL	741
What Everyone Must Be Taught—What Shall We Teach?—Education with the Utmost Sincerity—A Needed Change—The Next State Association Meeting—A State Meeting Forty Years Ago—The First Conjoint Institute—Some Types of Teachers.	
PHYSICAL GEOGRAPHY IN THE SECONDARY SCHOOLS OF CALIFORNIA. <i>James F. Chamberlain</i>	750
THE HOME AND THE SCHOOL. <i>Rockwell D. Hunt, Ph. D.</i>	756
CORPORAL PUNISHMENT. <i>Ada B. Rogers</i>	761
A THEORY OF SPELLING. <i>Mrs. C. G. Gulling</i>	763
SUPT. EDWARD HYATT'S STORY OF THE ASCENT OF MT. WHITNEY	765
BOOKS AND MAGAZINES	767
President Wheeler on Education in Asia—The Social Training of the Young Child—Consolidation of Country Schools—The Juvenile Reformatory of the 20th Century—Some Rules for Punctuation—Plain Honesty Needed—Iconoclasts—An American Girl in Munich—History of the United States — A Graded Speller—Great Standard Series of Dictionaries.	
OFFICIAL DEPARTMENT. <i>Thomas J. Kirk, Superintendent of Public Instruction</i>	781
State Text-Book Committee—Bulletin on Supplementary Books.	
WESTERN SCHOOL NEWS	788
Notes—Tehama County—Our Educational System—Three Great Meetings Planned—Founder's Day.	

THE WESTERN JOURNAL OF EDUCATION
711 MISSION ST., SAN FRANCISCO

Volume X
No. 10

\$1.50 per Year
Single Copy 15c

PUBLISHERS' NOTICE

THE WESTERN JOURNAL OF EDUCATION

is the Official Organ of the Department of Public Instruction of the State of California

PUBLISHED MONTHLY

Entered at the San Francisco Postoffice as Mail Matter of the Second Class
Established 1895.

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The Western Journal of Education

OCTOBER, 1905

EDITORIAL

Hardly a day goes by that we do not read a complaint in some public print or other, to the effect that universal education makes the people discontented and in a measure unfits them for the work of life. We have heard even school men who were moved by this criticism, declare that the main business of education is not the instruction of all the people, but the training up of leaders or experts. These are mistaken and very harmful views, but it is not always easy to present their falsity in a thoroughly convincing form. The best defense of general education, and at the same time the best statement of the purpose of democracy which we have yet seen occurs in Sir Oliver Lodge's recent Presidential address before the Social and Political Education League of Great Britain. It runs: "Moreover, the knowledge of the expert is not the only knowledge at which we must aim. The education of the average citizen is to be considered. It is no use going too fast for him, no use being too far ahead of the time; anything achieved under these conditions is likely to be upset by the return swing of the pendulum. Social progress is only sure and lasting when the average citizen is ripe for it, when he is carried along by the reformers and realizes the benefit of what has been done. Society cannot be reconstructed from outside; it must be reconstructed from within; it must in a manner reconstruct itself or it will be unstable. This is the whole problem; this is the real and noble difficulty in dealing with self-conscious material and free agents.

They cannot with wisdom be coerced, they must be led; and this process takes time, and is the reason why progress is so slow. Machines can be managed on the coercion principle, but not men. Looked at with seeing eyes this doctrine bears pressing very far; it can be applied even to Divine dealings with humanity, and accounts for the amount of sin and misery still existing in the world. Omnipotence itself could not with wisdom reform mankind faster than they desire to be reformed, nor can it permanently impose upon them conditions which they are incompetent to assimilate. A momentary outburst into intellectual splendor might be accomplished, as it was once in Athens, but it would be followed by centuries of falling back and comparative degradation.

“But the time was never so ripe for the education of the average man. The hopelessness of effecting any permanent reform without his concurrence is the chief reason indeed which leads many of us to lay so great stress upon education, upon real education, and the reform of the schools. And upon reconsideration of the orthodox methods of imparting knowledge and stimulating thought and enquiry in use up till now.”

* * *

First of all, says Sir Oliver Lodge, that man is man and master of his fate. “What we have to teach, throughout, is that in no sort of way is man to be the slave of his environment. No longer is he to adapt himself to surrounding circumstances, changing color with them as do the insects and plants. It is not himself which is to suit the environment, but he is to make the environment suit him. This is the one irrefragable doctrine that must be hammered into the ears of this generation till they realize its truth and accept it. To maintain that the grimy and soul-destroying wretchedness of human outcasts, that death by starvation and the transmission of disease by ignorance and sin—to maintain that these are permanently decreed divine ordinances, otherwise than

**What Shall
We Teach?**

as the necessary outcome of neglect and mismanagement, is essential blasphemy.

“The art of government cannot continue to be the one department of activity for which no training is supposed to be necessary. We train doctors, we train engineers, we are beginning to train teachers; some day politicians must be trained too; that is to say, youths must be trained in social studies before becoming legislators. To grow real and practical and trustworthy experts may take a long time. As Professor Gardner says: ‘In human science, as in natural science, the mind of the learner must be gradually trained and taught to move in unfamiliar ways. It has to learn to distrust the obvious and to look beneath the surface, to value fact more than opinion and tendencies more than arguments. It has to acquire what Huxley called the ‘fanaticism of veracity.’ It must be prepared to give up the hope of reaching easy generalizations, and to plod contentedly through a mass of details.’ Nevertheless there is no subject in which the result of study and research is likely to be more immediately useful and directly repaying. Most of our scientific applications result in indirect benefit; but in this human region of research the applications are direct and immediate to the advancement of life. Discoveries in physics, electricity and the like, help mankind in certain outward ways, satisfy material needs. Discoveries in medicine may make life more free from pain. But discoveries in human nature may enable whole communities to live at a higher level, may have a bearing upon human happiness direct and immediate. * * * And unless our increased power over nature tends in the long run to increase human happiness, it does not seem, after all, much to boast of. * * *

* It is a very great thing to be able to carry out one’s will in the material world, but it is also important to have within purposes which are worth carrying out. If one has nothing to say worth saying, telegraph and telephone become only instruments of vanity.’ The test to be applied to every social institution and to every social scheme, the way to see whether an alteration is really useful and valuable or not, is to consider what is the ultimate end

and aim of existence, what is the ultimate product for which activity and labor and enterprise are worthily expended; the answer must be—humanity, life, fullness of existence, high and noble manhood; there is no product which excels that in value; the manufacture of all else must be subordinate to the manufacture of that. As yet science has not been to any large extent applied to agriculture, scientific organization and material have never yet been seriously applied to human problems, the bulk of people even of good position are seriously under-educated, we are only emerging from the region of individual competition and *laissez-faire*, only just escaping from the time when legislation was governed by class-interest and when the populace, though nominally free, were really serfs, and when, as some urge it should be even now, the whip of starvation was held over them lest they should fail to do their quota of work to maintain those above them in leisured ease."

* * *

Baron Suyematsu, writing of Japanese education in the Independent Review, says, "All that I can sum up is, that we are doing those things with the utmost sincerity, as we do other things which are already manifest to the western public." That is, indeed, the secret of the whole matter, education with *the utmost sincerity*. The phrase points a criticism. Everyday traditional education in the West is not at all points pursued with the utmost sincerity. Educators frequently lack the sincerity which should mark the workers in so important a calling. Petty grievances, jealousies, pet plans and ambitions sometimes grow like Jonah's gourd, leaving little room for it. There is something marvelously sincere in the unanimity with which the Japanese peoples have pursued their great undertaking. Again Japan is more sincere than we are in keeping a firm hold on the ultimate aim of education,—morality. In former days moral teaching meant more than half of education, there; and even under their greatly changed conditions

**Education
with the
Utmost
Sincerity**

the teaching of morality is still the main business of the schools. This teaching is entirely secular. It is a study of practical ethics, illustrated by practical examples. They teach how to be honest, how to be straightforward, how to be loyal, how to be patriotic, how to honor one's parents, etc. Japan has marched straight to the educational goal; she has kept her eyes focused upon the main thing and is worthy to be our instructor on the things that are most worth while.

There is a certain irrational traditionalism which keeps us from pursuing education with the utmost sincerity. Its harmful influence is felt in every department of instruction. If we were pursuing education with the utmost sincerity would little children be forced to spend months and years in reading as scrappy and characterless a literature as they now read; would they toil painfully through long sections of arithmetic which are of no human use; would we still persist in teaching grammar as an elementary school study; would we postpone the teaching of content studies until the bulk of our pupils are wearied out with waiting for them and have dropped out of school; would we give so little attention to constructive work and would we crowd numbers of children into small school-rooms, give them insufficient air, exercise, and instruction, and then introduce military discipline to repress their natural impulsive growth? I do not think we would do these things as unthinkingly as we do if we were following education with the utmost sincerity. Again, would we complacently take six or seven of the richest years of their lives in order to discipline their minds by the formal study of Latin, Greek, mathematics and science in high schools and colleges, long after the psychologists with one accord have repudiated the doctrine of formal discipline and have pointed the way to knowledge giving instruction? Education, pursued with the utmost sincerity, calls for attention to these things. It calls for more care in the training of teachers and more regard for their work. May it come quickly.

Why is it that it takes so long a time to bring about necessary reforms in the work of education? A manufactory changes its machinery and a railroad its motive power as soon as the need for change becomes evident. But it is sometimes a hundred years before a well-defined educational improvement becomes a feature of general practice. This slowness of growth is due to the invertebrate character of the teaching body, to its lack of organization to carry out its educational views and to its failure to have educational views that come through reflection upon its business. It is sometimes said that the schools are the peoples and the teachers must do in them just what the people determine. That is not true. The schools are the peoples, so are their bodies, yet when they put them into the care of physicians they expect to do as the physicians tell them; so is it with the schools. The people expect the teachers, as an expert body, to tell them what education demands, and if the teachers are too supine to do so, the failure to make progress is theirs and theirs alone. There must be organization, and discussion, and resolution, and action along several lines in the near future, where there has been nothing but vague and purposeless discussion in the past. Experts are practically agreed that the most unsatisfactory period in the school course is that of the seventh and eighth grades. The pupils in these grades mark time in their studies because the studies are already overfamiliar and no longer stimulate curiosity or appeal to the dominant interests of adolescents, moreover the methods of teaching employed are no longer suited to young people emerging from the period of childhood. So it happens that educational misfitting is the rule here, and careful tests have shown that pupils know more of some of their studies at the end of the sixth year than they do of the same studies at the end of the eighth. Disgust for study is the inevitable result and withdrawals from school are more common at this period than at any other. The remedy is to put real and profitable studies into the seventh and eighth grades. Educators have been clamoring for this change for a long time. It is now time to act. Nothing very formidable is required. A permissive act allowing towns and villages having more than one seventh and eighth grade room to offer a new course

**A Needed
Change**

of study in one or more of these rooms while continuing the old course in the others, will start the experiment. After that it will take care of itself. This question is to come up at the approaching meeting of the State Teachers' Association. We hope it will be considered with the utmost sincerity there.

* * *

What promises to be by far the largest and most enthusiastic meeting in the history of the State Teachers' Association will be held in the University buildings at Berkeley on December 26-7-8-9. President James A. Barr of Stockton is one of a half dozen of the best organizers in California. His fertility in devising plans for profitable work is marvelous and his energy in carrying them out seems to be inexhaustible. All of which means that every teacher who consults his own advantage will make an unusual effort to attend the Berkeley meeting. The association has claims upon the teachers; it is their parliament; it fights their battles; it is the organization for the advancement of their cause. As a mere business proposition each teacher in the State should be a member and even if he cannot attend the meeting, should contribute one dollar per year towards the support of a state association. The money is needed for the meeting, and the printing of the many valuable reports which the proceedings contain. It is needed to provide funds for carrying on special investigations of importance to the entire State as is done by the N. E. A., to provide permanent headquarters, and employ a secretary who shall organize an educational clearing house for the benefit of the schools and give his entire time to their interests.

So important is the work of the association that one County Superintendent has sent a circular letter to his teachers, saying among other things: "Considering the advantageous amendments to the school law made by the last Legislature, which tend toward better salaries and longer terms for teachers, and that all of these measures originated in and were fostered and supported by the California Teachers' Association, it seems but right that every teacher should, by way of appreciation of what the State organization has done, become a member this year."

The *Chronicle* of September 24th reprints the account of a State Teachers' meeting held in San Francisco forty years ago.

**A State
Meeting
Forty Years
Ago**

It runs: "The State Teachers' Institute opened a three-day session in the large hall of the Lincoln School on Tuesday, September 19, 1865. The first session was devoted to permanent organization. The meeting was called to order by John Swett, State Superintendent of Public Instruction."

The State Superintendent of 1865 has been present, I think, at every subsequent meeting of the State Teachers' Institute. He is on the program for the meeting of 1905. He has had the rare privilege of seeing the school system which he established grow into the best educational system in the union, and we have had the privilege of sharing his inspirations and working under his guidance in perfecting what he began.

As a tribute of affection some of the schoolmen of the State a few months ago asked Mrs. Richardson to paint a portrait of the President of the State Teachers' Institute of 1865, to be hung in whatever public place he might designate. The portrait is now finished and has been adjudged by experts as one of the best which has been exhibited on the coast. We have been requested to give an opportunity to any one who may desire, to share in this testimony of appreciation. Such as wish to do so will please correspond with Mr. Richard D. Faulkner, 148 Laguna St., San Francisco.

* * *

The first conjoint institute under the new law was held at Eureka on September 11th-14th, the teachers of Del Norte and Humboldt Counties co-operating. This meeting was a marked success and augurs well for the working of the new regulations. The Humboldt County teachers as hosts and the Del Norte county teachers as guests were compelled to be much more sociable than they could have been without the incitement of this novel relation. The circle of acquaintanceship was enlarged and the undertaking had the force of added numbers. The company was

**The First
Conjoint
Institute**

one of the best to be found in the State. We congratulate the Superintendents upon the good results they accomplished by bringing the teachers together.

* * *

The last chapter in "Glimpses of Child Nature," a little book written by the author of "Jean Mitchell's School," describes six types of teachers. There is the profuse and gushing little entertainer who doesn't know the difference

**Some Types
of Teachers**

between a nursery and a school. There is the snappish, ironical, sarcastic, suspicious tyrant who seems to think that the chief end of teaching is to humiliate the children. There is the nervous, energetic, worried teacher, sometimes really sincere, but wearing herself and her pupils out. There is the self-satisfied, placid, deliberate, lazy teacher. There is the "best disciplinarian in the city," who has no time to waste in teaching. Then, there is the genuine, womanly woman, with the missionary spirit, with a genius born to teach, with a personality whose presence brings sunshine, whose words cheer, and whose smile is a benediction. We have seen all of them. What a misfortune it is that children must come under the influence of the first five. What a misfortune that all children can not enjoy the presence of the sixth type. After all the teacher is the most important factor in the school considered as a process. The teacher makes the school what it is. The teacher makes it a joy or a sorrow to childhood. And it is the personality that counts. For the child to come in touch with the great sympathetic heart of a manly man or womanly woman is infinitely more important than facts in any subject or mechanical discipline. When will parents learn that the fussy, sarsactic, coarse, harsh teacher is an absolute injury to character and that he ought not to be tolerated? The blind obedience with which parents submit to the tyranny of sarcasm is pathetic. It is so unnecessary. The teacher should of his own accord choose for himself a lofty type of teacher and strive to live up to his choice. We must have scholarship in our schools; but with it we must have men and women.—*Bulletin of Supt. of Public Instruction, Indiana.*

Physical Geography in the Secondary Schools of California

Physical geography is, at the present time, in a very unsettled condition. The subject is undergoing reorganization, or rather, *organization*. Our two great universities, like many others, have recognized the importance of geography, and this is one reason for the increased activity and the improvement in the subject in secondary schools.

There is a universal agreement that the field and the laboratory must supplement the text-book. Here the agreement ends. Few teachers have definite ideas as to what to do or how to do it.

This lack of definiteness is perfectly natural. This phase of the work is in the experimental stage. There is comparatively little to guide the teacher. Many do not yet understand that physical geography rests upon a perfectly definite principle of its own. It is, therefore, not surprising that some of the work being done is very unprofitable. We are moving in the right direction, and out of the failures and the successes of this experimental work will grow rational and valuable laboratory and field courses.

In order to learn as much as possible regarding the condition of physical geography in the secondary schools of California, I sent the following questions to one hundred and twenty-two different institutions. Replies were received from forty.

1. What is the length of your high school course? All report a four years' course.

In 1902 there were one hundred and eighteen *public* high schools in California. In one hundred and one of these the course was one of four years.

2. What is the length of your course in physical geography?

Thirty-three schools report that the subject is taught for one year. In seven of the schools reporting, the subject is not taught. According to the report of the United States Commissioner of Education, there were in California in 1902 one hundred and eighty-one public and private secondary schools. Eighty of these reported courses in physical geography. Forty-four of these were public and thirty-six were private institutions. I believe that in nearly all cases where the subject is taught the course covers a period of one year.

3. How many exercises per week in physical geography?

In twenty-nine schools there are five periods per week. Five schools report single periods on three days and double periods for

laboratory work on two days of each week. In three schools there are four periods weekly, while in one school there are but three.

There should be at least five periods per week given. The plan of having double periods for laboratory work is a good one.

4. What is the length of the recitation period?

Four schools report one-hour periods. Three schools report fifty-minute periods. In nineteen schools the length of the period is forty-five minutes, while in six it is forty minutes.

5. What text-book do you use?

Ten schools report the use of Tarr's New Physical Geography, and the same number report the use of Dryer; eight use Davis, while four use Gilbert and Brigham. The other schools reporting use several texts.

It appears from this that modern, standard texts are in general use. This is doing very much toward improving the quality of the work.

6. In what year is physical geography taught?

In all but three of the schools reporting the subject is taught in the first year. This is very generally true in other States as well.

This condition is unfortunate. Physical geography is a subject to which the student should bring considerable maturity of thought. The results would be much more satisfactory if the work followed chemistry and physics.

7. What branches of science precede and what follow geography?

In nearly all cases the subject serves as an introduction to science. It is very generally followed by chemistry, physics and botany.

8. Do you favor laboratory work in physical geography?

The answers to this question are very encouraging, for without exception they are in the affirmative.

9. Do you carry on laboratory work?

In thirty-two of the forty schools reporting, some laboratory work is done.

10. How much time is devoted to laboratory work?

Eleven schools report that one-half of the total time is given to laboratory work. In five schools two-fifths of the time, and in

three schools one-fifth of the time is so used. The remaining schools make no definite statement.

From two-fifths to one-half of the time should be devoted to laboratory and field work. This would allow ample time for quite an extended course if the work were well organized.

11. What is the nature of the laboratory work?

The answers to this question are not very definite. It is evident that the right movement is in progress. Considerable laboratory work is being done, but in most cases it seems to be quite unorganized. Some schools are giving far too much time to the study of minerals. This is all right as mineralogy, but it is not physical geography. All that should be required is a knowledge of the most common rocks and minerals. Eight of the schools reporting are using a manual.

12. Do your students record the laboratory work in note books?

In all but one school note books are kept by the students. The materials used, the method of using them and the results obtained should be clearly stated. The construction of maps, charts, and diagrams should be a prominent feature of the work.

13. Do you have field work?

Here again the answers are, without exception, in the affirmative.

14. How much field work is done?

One report states that one-fourth of the total time is devoted to excursions, while a second report says that one-fifth of the time is so used. In the remaining cases the number of field trips ranges from one to six.

15. What is the nature of the field work?

In fifteen cases the excursions are for the purpose of studying land sculpture. Six reports indicate that geological formations receive most attention, while three state that their field trips are for the purpose of making astronomical observations. In the remaining reports this question is not answered.

16. What conditions are unfavorable to laboratory and field work?

Eight schools report a lack of equipment. In six schools the classes are too large. Five reports state that teachers cannot carry on such work because of lack of time. Ten reports state that the

vicinity offers no opportunities for field work, while five teachers find no unfavorable conditions.

That our high schools should have a special equipment for the study of physical geography will not be denied. Much valuable work can be done, however, without a laboratory, using such simple apparatus as can be made or supplied by teacher and students. While some schools are unfavorably situated for carrying on field exercises, the existing opportunities are not always taken advantage of. Almost any field or ditch will furnish some problems to be worked out. Wherever water flows, land sculpture may be studied.

17. Do you use pictures?

All but three schools report that pictures are used to some extent, yet the answers indicate that they are not largely used.

Good illustrations are a very great aid in teaching, and should be constantly used. The pictures in our best text-books, if properly used, are of great value. Good pictures are now so easy to obtain that every teacher should collect, mount and classify them. They may then be studied by individual students or by the whole class.

18. Do you use a stereopticon?

Fourteen schools report the use of a stereopticon, while in twenty-six schools it is not used.

A stereopticon should, of course, form a part of the outfit of every teacher of geography. It is, however, encouraging to note its use in a considerable number of schools.

19. What subjects other than physical geography do you teach?

Five teachers handle *four* subjects other than geography. Eleven teachers carry *three* subjects in addition to geography. In seven cases two other subjects are taught. In five schools the teacher of geography teaches one other subject, while in five schools the teacher of geography devotes all of his time to this subject.

The answers to this question are very significant. It is very evident that many high school teachers are obliged to teach too many subjects. This is an injustice to teachers and to students. The sciences which find a place in the high school curriculum are, with the exception of physical geography, fairly well organized. Courses have been tested by years of experience. The material used by the students is not so difficult to obtain. Hence these subjects do not suffer so much as does geography. The teacher of geography cannot store away in his laboratory physiographic forms

and processes to be brought out for study as occasion may require. Again, the wide range of geography makes it unwise to ask a teacher to handle it as one of three or four subjects.

We must bear in mind that the replies received represent but one-third of the schools to which the questions were submitted. I believe that we may conclude, however, that they represent fairly truthfully the condition of physical geography in all secondary schools in this State in which the subject is taught.

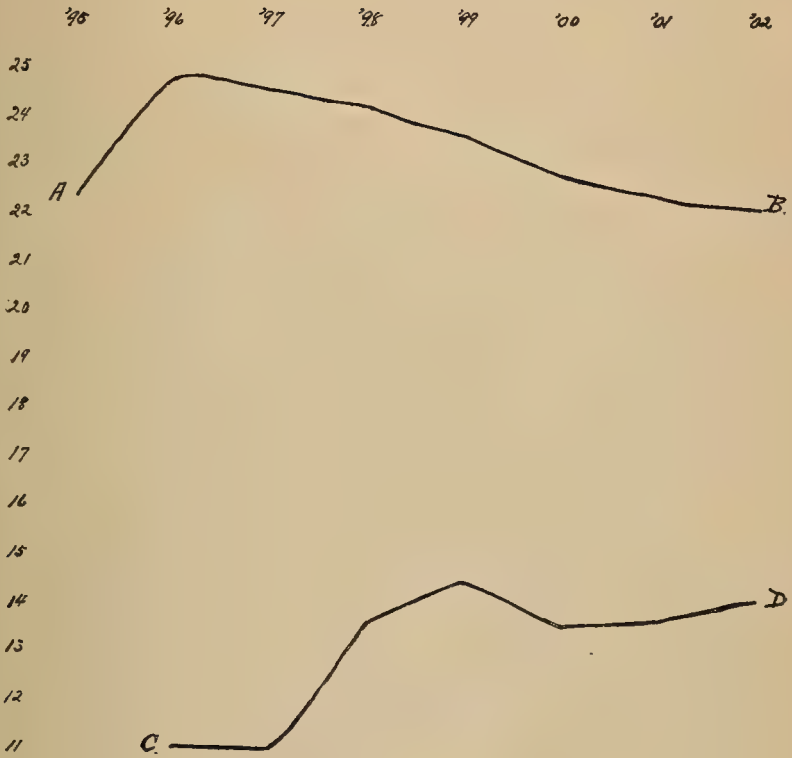
The curves on page 755 are quite suggestive. They were plotted from facts obtained from the Reports of the United States Commissioner of Education, and indicate the per cent. of the total enrollment of students in public and private secondary schools in the United States and in California who are studying physical geography during the years represented. The curve A B shows the conditions in the United States as a whole, while C D represents those in California.

We see that for the United States the per cent. increased from 22.44 in 1895, to 24.93 in 1896. It then decreased steadily to 22.22 in 1902. This is very interesting. The marked rise in the curve between the years 1895 and 1896 may be due to the interest in the subject of geography created by the Report of the Committee of Ten. If this be true, the interest was a passing one. Since 1896 the curve has steadily dropped, yet during this time text-books have improved greatly, teachers have given more attention to special preparation, and many universities, including our own, have recognized the subject and are offering courses.

The curve representing the conditions in California shows the same remarkable rise, although it occurs a trifle later. Then comes a decline of short duration, followed by a steady upward movement. Were the figures for 1903 and 1904 available, it is my belief that they would show this upward movement as still continuing. While the per cent. of students studying physical geography is much lower in California than in the United States as a whole, the conditions are very encouraging.

In the public and private secondary schools of the United States 49.52 per cent. of the students were studying Latin in 1902. During the same years there were in the secondary schools of our State 49.86 per cent. of the students studying this subject. Is this preparing the students to enter upon the opportunities and the duties of life, or preparing them to enter the university? How long are our universities going to demand a knowledge of this subject which enters so little into the present life of the people?

In California we are most favorably situated for the study of geography. Let us do all within our power to give to our high school students some helpful, uplifting knowledge of the environ-



Percent of Students in Public and Private Secondary Schools Studying Physical Geography.
 A.B. the United States.
 C.D. California.

ment in which they find themselves. Let us help them to read in the industries, the inventions, the commercial, the social life of the world, the limitations placed upon man by his environment, and his wonderful and varied responses to it. The ability to do this carries with it greater joy in living, and it makes for power and for increased usefulness in every walk of life.

JAMES F. CHAMBERLAIN,

State Normal School, Los Angeles, Cal.

* * *

The Home and the School

Looking out upon the great future, I can conceive of but one subject more supremely important than that of the home and the school; and that is the kernel to which these institutions are the shell, the very germ to which these furnish a helpful or hindering environment,—it is none other than the *child*, without whom both home and school would perish speedily from the earth.

Surely if there are among men divinely appointed institutions, the home is one of the first and greatest.

* * * * *

No school can possibly take the place of the well-ordered, godly home, and no teacher can hope to rival the wise mother in her own sacred precincts. Herein lies at once the hope and the despair of every lover of his kind,—the hope because of the wholesome nurture of the good home; the despair because so many children unhappily are not blessed with god homes and wise mothers. Yet we must never give ourselves wholly to despair while there are devoted women and strong men defending the integrity and sanctity of the home, while America's humblest mother and America's chief magistrate unite in bestowing hallowed beauty and beatitudes upon the secret places of family life. "The American home (as Mr. Woolley has so truthfully said), is the citadel of American power and the ground of American hope, and your mighty man in Congress is the home-made knight who remembers his father when he speaks to the multitude and publishes his mother when he votes." "There is no school in this nation comparable to the sitting-room university."

Such exalted sentiment is readily enough endorsed; indeed, there is danger that it may become common-place and evanescent. Let us beware lest this passive assent hull us into satisfied forgetful-

ness while the home is beset with giant perils that, unchecked, are able not only to degrade but destroy it utterly. Yes, the American home is the citadel of American power; but the citadel is in danger,—even now it is being invaded by most insidious foes,—and Jacob Riis has well earned the right to his contention “that upon the preservation of the home depends the vitality of the Republic.” The home is the “chief prop of the State.”

Here I wish to venture the assertion that the church and the school have at the present hour no more serious or momentous business than the cultivation of the nobler principles in the youth of the land to the end that they may become the founders, the dignifiers, and sanctifiers of pure, unselfish homes. This responsibility is the graver as we become more and more a nation of city—dwellers, as the fierce spirit of commercialism so cramps the hospitality of the hearth and threatens the very sentiment of domesticity, as the claims of a pampered ‘society’ and of dame fashion accentuate the already acute problems of the decreasing family and the increasing divorce rate, and as the saloon and the brothel continue to make their frightful inroads upon sobriety and chastity of life. Somebody—indeed, some mighty institution,—must accept this responsibility of safeguarding the home and rendering it ideal, for “the home is the pivot of all.”

I believe the great public school system, through its army of officers and teachers, has never yet risen to its opportunity in this regard. We teachers have it within our power to implant ideals of virtue and honor and truth in susceptible minds, to supplement the faithful efforts of parents where good home conditions obtain, and to supply much-needed elements of instruction where misfortune has been the lot.

That the supreme end of discipline is high character and the ultimate business of the teacher is the making of manhood, I shall not argue, but assume as axiomatic. In this assumption I am amply supported, for those acquainted with the best educational literature of this age will understand where the weight of emphasis rests: education is the preparation for complete and rational living. In the philosophy of Hegel it was “the art of making men moral”; and to the Herbartians “the ethical culture of the will must be regarded as the highest purpose of education.” In the national as well as the social life it “must above all construct character.” The pupil is not a mere tool to be ground and sharpened, but an individual, a person invested with the more than royal prerogatives of manhood.

Unless the teacher and the school superintendent recognize daily and concretely the supremacy of the moral and the spiritual aspects of life, they fail not only in their highest duty, but know not

what it is to enter into their most exalted and joyous privilege. The teacher must possess perfect loyalty to the hearth and never grow weary in wisely inculcating the virtues of the home.

This duty becomes the more imperative where the home life of children is known to be unwholesome or in any way pathological. Every home has its own peculiar atmosphere: happy is that teacher who can, through the pupil, brighten and purify the atmosphere of the homes of the less favored and unfortunate. There is not a large city in America but has its thousands of children of each generation of whom the chief determinative force upon character is the personality of some public school teacher. How impossible is it then to overestimate the importance of the faithful discharge of the duties of the profession; and how momentous the task of providing the best corps of teachers that can be found for the intellectual and moral guidance of the masters of the future,—for how can a fountain rise higher than its source?

* * * * *

Yet there is another side to the question. It is not enough that the school officers should possess loyalty to the home and magnify its rightful virtues; it is equally true and vital that the parents of the home should wisely co-operate with the teachers in order that the class room may yield its best returns to society. The school has the child under its direct authority and control for only one-fourth or one-fifth of its waking hours, and yet it is called upon to bear the largest share of responsibility for the result of education.

Now this is consistent and fair—if at all—only when the school and the home are closely drawn together in mutuality of knowledge and sympathy and harmony of aim. Let us assume that the three great institutional agencies that make for the training of the child are the home, the school, and the church. It must be obvious on reflection that the highest end is not attained by constant interfering interaction of these forces, but rather by their parallel and consistent lines of endeavor. In order that the home should properly support and supplement the legitimate aim and work of the school, certain conditions may be laid down as prerequisites.

First. Parents must possess knowledge of what is being attempted in the school. I deem it no insignificant duty of parents to inform themselves not only as to the work attempted, but also the methods employed in the schoolrooms to which they commit their most precious charges. And yet exhibitions of the most striking and costly ignorance on these points are not at all infrequent and are occasionally quite astonishing. This difficulty is greater and more real in the high school than in the primary or

grammar school, partly because the average child of nine is proud to have its mother visit the school and become acquainted with the teacher, while the self-conscious youth of sixteen feels half-ashamed to have his father or mother darken the door of the school. The wise principal or teacher always welcomes the intelligent co-operation of the parent: without knowledge of the aims and ideals of the schoolroom gained at first hand this complete co-operation is manifestly impossible.

Second. Based upon this knowledge of the schoolroom endeavor should be a cordial re-enforcement at home of the school ideal. This implies that parents believe in the school ideal, or, if some are not fully in accord, these will do their part in the work of setting up such ideals as will merit the respect of all. A parent asked me but the other day: "Do you expect high school pupils to study at home in the evenings?" Now I trust that every parent knows that not only is home study expected, but that without it the work of the high school cannot be successfully prosecuted. It was said of a certain young lady, prominent in social circles, that she "runs the — family."—I wonder if the same could be said of others?—Oh, some one will say, we expect high school boys and girls to copy work from each other, to tell 'fibs' about their absences from class, to 'swipe' each other's books or hats or umbrellas, and all such *little things* as these. If you mothers have hitherto been expecting such conduct as matter of course of your sons and daughters and treating it as innocent amenities of school life, I implore you to revise your views immediately and lend your much-needed assistance to the school officer in the inculcation of just and sensible standards of honor, of truth, and of downright dependableness. Have you not learned that the artificial and indefensible standards that so long dominated academic conduct, but which perpetually violated common honesty and social decency, have been relegated to the past, and are now consistently being banished from college campus and school life? By what reasoning can you show that crooked boys will make straight men, or that shrewdness in evading rules and cleverness in deceiving teachers will lead to a 'square deal' for every man in the world of affairs?

Third. If the home is to enforce the school ideal it must demand a proper respect on the part of the children for the teacher and for school discipline. This is of vast importance. One of the most difficult and discouraging tasks that come to a teacher is to deal with a pupil that has not only been almost ruined by home indulgence, but is countenanced by his parents in disrespect of the teacher and perhaps even a haughty sense of social superiority. I take it that one of the most trenchant criticisms upon the rearing

of American children of today is that they are not imbued with a decent and becoming respect for their superiors and their elders. In this quality I fear we Americans fall far behind our European cousins, and I am quite sure we are not worthy to be compared with the best Oriental peoples. Since venturing this opinion I have read these words of a New England college president: "Our greatest weakness is a lack of decision and strength in the assertion of rightful authority and a consequent lack of training in the fundamental duty of obedience. . . . The voice of command, based upon the eternal distinction between right and wrong, addressed to the conscience and the will, is seldom heard."¹

Fourth. Gathering together the elements prerequisite to the highest co-operation of home and school, for it is time to conclude, we may fairly crystalize them into one noble concept, that of *loyalty*. If without patriotism any national cause must ultimately perish, how can our cherished institutions yield highest success without loyalty? The American people as a whole has great confidence in the school, and our faith in education, says Professor Hanus, "as a social force and as a function of society, as well as a means of developing and elevating the individual, is an inheritance from the founders of the Republic."² We take just pride in the place of leadership attained by the American system in the educational world: likewise we have a right to be proud of the advanced position taken by our own State and our own community in the field of educational endeavor. In this lies one of our best assets. But what shall we say of that parent or organization or newspaper that will deliberately seek to soil the fair name and thus cripple the usefulness of an institution which should evoke a sense of local pride and has the right to expect only generous support and wise assistance as it essays to do its vital work for the community? Let no one take pleasure in the failure of a just cause or the downfall of a good institution; but rather let all cast aside petty prejudices and unworthy sentiments of every kind and be proud to own a part in the things that make for the general uplift.

The school is after all but a means to an end and not an end in itself: but it is a worthy means to a noble end. It exists not for the teacher, nor the school board, nor the politician, but for the child. Its true function is character building. That it has not performed its function more adequately has been due too often to the presence of teachers in the school and parents in the home without a worthy ideal. The greatest work a teacher does is that not in the curriculum. Ideals, as the Bishop of Durham once

¹ *Educational Review*, April, 1905, p. 371.

² *The Modern School*, p. 156.

said, "are the very soul of life." Where there is no vision the home decays, the school declines, and the people indeed perish." These remarks cannot be better concluded than in the words with which President Faunce, of Brown University, brings to a close his recent notable survey of moral and religious progress: "The profoundest need of our generation is not more wealth of materials, but greater wealth of spirit; more vivid realization that the unseen is the real, and the goal of civilization is the shaping of character. In pursuit of this end we may well lay aside all petty scruples and hesitations, rise above all party strife, leave behind us the misunderstandings of yesterday, and listen to the imperative summons of our generation and the call of God."³

ROCKWELL D. HUNT, PH. D.,
Principal of the San Jose High School.

* * *

Corporal Punishment

It would be illogical, almost to the verge of absurdity, to advocate any cast-iron rule in the matter of punishment, which, if intelligently administered, must, of necessity, be as diverse in its forms as the temperaments of the various children who are to be benefited by it.

The great, molding force in all growing things is habit, and it is comforting to know that a good habit, once fixed, is as lasting as a vicious one. It is clear, then, that good habits must be established as early as possible; but how?

It is here that corporal punishment *may* become an important factor in the problem of discipline, for "consideration" taken in its broadest sense, must, at any cost, be instilled into every child who is to become a law-abiding citizen.

Consideration is the key-note to character, without which a child will have no conception of the rights of others.

There are a few instances of peculiarly constituted human beings who can be reached effectually only on the low plane of physical suffering. I should not like to see corporal punishment abolished for the sake of the few, whom it doubtless helps by keeping them on the right track until they have acquired the fundamentals of decency.

Again, in the case of very young children, corporal punishment is efficacious in curbing tendencies of disorder; turning them

³ *Educational Review*, April, 1905, p. 386.

into right channels, and so converting otherwise intolerable children into tractable, lovable ones.

I should like to see the power of corporal punishment put into the hands of every well-poised, experienced teacher of the first grade, where the formality process truly begins. I believe that this would insure better discipline, for it is of the utmost value, with babies, that the offense be followed at once by the punishment.

I can not abide the ceremony of a visit to the principal, and the unlovely spectacle of a strong man, or woman, whipping a little child, perhaps after a lapse of hours, when the small offender has half forgotten the affair. It is too cold-blooded, and revolting. Had the child's teacher the authority to take him outside and spank him, then and there (especially there), without any threatening or preaching, the effect on the individual and on the class would be far better.

But, aside from the cases just cited, morally abnormal children and babies, I believe that corporal punishment works far more harm than good. Indeed, after years of practical experience in the schoolroom, I am so firmly convinced of this that a recommendation of it for the average child is, to me, an admission of weakness, of an inability to cope with the situation, to work out successfully the intricate problem of winning a human soul, and of guiding it through channels of ambition to a safe realm of warm, human interests.

Wise heart leadership has, by reason of the very difficulties attendant upon it, a fascination all its own.

It calls into play the combined subtleties that go to make up the true governing power: intuition, that enables the adult to adapt himself tactfully to the conditions of the small sphere, constituting the child's world, and to see things from the child's point of view; quick, human sympathy, shown in gracious appreciation of often fruitless effort; nice perception in divining motives, as well as in dealing with results; and above all, the responsiveness that calls into life a tacitly acknowledged bond of true comradeship, the enduring value of which can never be fully estimated.

In this last beautiful relation, bright memories of which will remain undimmed by the years, the child willingly follows and proudly looks up to a leader whose attitude towards him is a kindly invitation,—“Come my way.”

Who ever succeeded in beating his comrade into a state of keen appreciation of some natural beauty, in strapping him into a mood of loving gentleness, or instimulating his delicate, aesthetic sense by the stinging cuts of a rattan?

Eternal placidity, even were it possible, would be unwise, as it would soon degenerate into stagnation. Righteous indignation has

its place and is entitled to expression. A quick blaze, now and then, if not too frequent, clears the atmosphere and has a good effect. Avoid nagging and sarcasm as deadly sins. Be natural, according to the children the courtesy that is their due, and you will be repaid a thousand fold.

There is no need, no time, no place for punishment when a child's interest is thoroughly aroused.

ADA B. ROGERS,

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* * *

A Theory of Spelling

This theory has the advantage of being an untried one. At first thought this might argue against it, but if one considers the tendency of theories to become crippled, lop-sided and limping when put into action, the advantage of an untested theory will be apparent. This question of learning to spell is well sustained, on the negative side, we have complaint enough of our present inefficiency on this line. On the positive side either ideas are lacking, or they are vague. It has been suggested that our methods of teaching reading are responsible for a decadence in spelling, with especial emphasis on the omission of the alphabet before teaching words.

This appears to be a reasonable suggestion, but it will take experiment and investigation to determine its value. It is quite certain that teaching reading by the letter method results in mechanical reading, broken phrases and the confusion of such words as saw and was, on and no. I am inclined to believe that the image of the word is lacking, rather than that of the letter; in fact, I am convinced that letters are practically useless except in combination, and that they emphasize the value of union more strongly than does the traditional bundle of sticks. Allowing that correct spelling results from a perfect mental image of the word, and not of the letters, we might attribute some of our present difficulty to changed habits of reading. We are no longer limited to the Bible and a few classics, but skim over a voluminous daily paper, numerous periodicals and novels; the studies of the child are more numerous than formerly, topical methods in advanced schools require the reading of references so extensive as to permit only a

rapid scanning in the search for ideas; so rapid that no mental image of words can be formed. The child readily learns to distinguish between animals of different kinds, and is not deceived by variations of size, form or color. That his visual image is imperfect is shown by his entire approval of very indifferent representations. By a long course of systematic training his mental image is corrected and the power to reproduce it gained—then we say the child can draw. The ability to reproduce words is not different in kind and must be acquired in the same way. Drawing is learned by drawing, spelling is learned by spelling. We need spelling only when we write, and we write only when we have thoughts to express. Writing should be associated by varied exercises, with every study, for the purpose of securing control of an extensive and intelligent vocabulary, care being taken to guard against mistakes that tend to break the mental image of words. Reading, spelling, and language, in this method, are correlated and the use of capitals will be taught indirectly. Children who have been limited to visual images of words will not write the pronoun "I" with a small letter, nor fail to begin the word "Mary" with a capital.

The oral teaching of word-analysis may be begun in the fourth grade, if care is taken to preserve the visual image of the word. This drill will eventually give the ability to reproduce a word after very brief attention to it. It will be apparent that this system is not in harmony with the phonic method of teaching, reading and spelling. In the Italian language, the mastering of the sounds of the letters and a few combinations is the key to the entire orthography and pronunciation of the language, spelling, as a branch is not taught. For the Italian language the phonic method is the natural and reasonable one; in our irregular English, it is only an attempt to classify elements that do not admit of classification. In our language the sound of long "a" is represented by the following a, ai, ay, ea, ei, ey, ua, oa, e and ee, as in fade, hail, hay, break, vein, they, guage, goal and melee. Short "i" is represented in eleven ways, long "u" in nine, long "i" in nine, and so on. I doubt very much that all these combinations are memorized and associated with the proper word, endless repetition is necessary and the attainment secured is not by the analogy of phonics, but by the visual image.

For the reason that phonics do not harmonize with the irregularities of English, attempts have been made to harmonize English with phonics; it has failed; the same sentiment that forbids one to separate himself from the fortunes of his ancestors, by a change

in his patronymic, tends to preserve that form of a language that records its descent.

It is an undue conservatism that fails to recognize the individuality of English and to provide for teaching English by original methods.

MRS. C. G. GULLING,

Beckwith, Cal.

* * *

Supt. Edward Hyatt's Story of the Ascent of Mt. Whitney

This story has a moral. It will make good reading for the opening exercises in your school. Try it.

"It was 6 o'clock in the evening when we made camp at the very base of Mt. Whitney, weary with a long tramp. We were more than 11,000 feet above the sea, away above timber line, amid a magnificent desolation of gray granite—huge boulders, sharp peaks, gigantic slabs, chimneys, obelisks, cliffs, covering the whole landscape as far as eye could see. A keen, cold wind swept through us, even in August, making us feel as if we were made of screen wire. We pulled off our packs and made our camp on a little patch of stunted grass at the brink of Whitney creek, a fierce, roaring brook that leaps at you from the heights of Whitney itself, cold as ice and clear as crystal.

"A little way above we found the old and weather-worn remnant of a hemlock tree—relic of less strenuous climate, when the timber line was higher. It was as big as a wagon and seemed heavy as lead—solid pitchwood, that defied the tooth of time. All hands got behind it and we were just able to topple it over the rocks and slowly work it at last down near our camp. We set it afire, and the flames rose high, with a cloud of black smoke above—barrels and barrels of pure pitch were in the old snag. The red flames curled and twisted and roared all night long, and all the next day—roared defiance at the stream. We couldn't put the fire out when we wanted to.

"But we didn't try very hard to put the fire out. It changed the climate for us in that bleak solitude, robbed the keen wind of its sting, brought warmth and cheer and comfort as we revolved

about its great circle, cooking, eating, preparing for the night; and prospecting as to what the morrow's climb would bring forth.

"Night was slow to come in that high, cool atmosphere. The giant peak above caught and held the sunlight long after the rest of the United States had lost its last gleam.

"Before the darkness came down, a party of three descended from the mountain, mounted their horses, and rode away to find their camp some miles below. They stopped to chat as they passed, spurring out of the trail to our fire.

"Their spokesman was a fine athletic, muscular young man, perhaps thirty years of age. He told us his name was Pickett, and that he had been raised in the mountains. His face showed that he was a habitual whiskey drinker, and he told us that he punished lots of good liquor.

"He was completely exhausted by his labors in reaching the summit. His face was flushed and he had a splitting headache, and his companions were no better. He wearily wiped his forehead, and said: "Yes, sir, we reached the top. This is my first trip—and it is my last one! Once in this life is enough. We climbed for five long hours. Time after time we gave it up—but I set my teeth and swore I would reach that summit if it killed me. The headache came on at 12,500 feet elevation, and we've got it yet. We only stayed 15 minutes on the summit, and it took us three hours to get down. We have been at it ever since ten o'clock this morning, and it is after six now."

"He wheeled his horse and rode off after his companions.

"All this rather cast a chill over our party, for we ourselves were doomed to the same journey next day. And instead of being hale young men of thirty, raised in the mountains, we ranged from sixteen to near fifty, and were tenderfeet, soft from school and office work.

"But we resolved to do our best. Next morning we got off at six, with a sweater and a sea biscuit apiece. We climbed easily and steadily, and in two hours were at the summit. We stayed there over an hour, enjoying and identifying the magnificent panorama that surrounds the tip-top of the United States. Coming down, the quickest of our party descended in 45 minutes, jumping like a goat from rock to rock; and the slowest made it in a little over an hour. We were all back in camp, hungry and happy, before 11 o'clock!

"Then we talked about Pickett and his troubles. His whiskey had fooled him, making him think he was strong and tough when he wasn't. He looked strong and felt strong and ought to have been strong—but put him to the strain of a test and he collapsed

—collapsed at a task that was simple and easy for our little party of water drinkers.

“And the story would have been the same had the task been typhoid fever or pneumonia; or a race for life and death; or a struggle for fame or fortune. Pickett would go down under any of those strains—his whiskey would fool him! And the penalty would be, not merely a headache and an exhausted frame, but loss of life or something he would value more than life itself.”

* * *

Books and Magazines

The purpose of education is the enobling and fulfilment of manhood to its liberation from circumstances, impulse, prejudice, superstition, the rule-of-thumb, and all things that mean slavery to the instant vision and thoughtless force. The aim of education is to develop to the full all the native capacities of the individual, so that he may live abundantly and be a free man.

**President
Wheeler on
Education in
Asia**

The theory of the Chinese system of education involves the effort to fit the individual into uniformity with his environment so that he may perform the tasks that are awaiting him and live the life his ancestors have prepared for him, with the maximum of adjustment and the minimum of friction. It approaches what is viciously called in this country “practical education”—the education that assumes to give skill and the knowledge of recipes without that control of the sources and bearings of the matter which enable mind to do its creative work of adapting means to new ends, and make man the master of his job and not its slave. While the Chinese education seeks to shape the individual to his environment, the American training in its best form seeks to give the individual power within himself—*i. e.*, to make him powerful in himself to shape and create his environment. To the American life is real, to the Chinese it is a drama set upon a stage.

Within the next decade the educational institutions of the Pacific Coast in first line of those in America will surely be called upon

to an extent out of all proportion to anything in the past to render service in opening western education to the people of the Orient.

As it always has been in the history of human education, betterments and reforms will proceed from the top downward. The universities will lay the foundations. It will be the Chinese trained in the best our universities can give who will begin the reorganization of their home education and train the teachers for the common schools.

An entirely different problem confronts us regarding the Filipino people who have fallen under our oversight in the order of events. They came to our hands because we had a Pacific Coast. Dewey entered Manila Bay because a Spanish fleet lying there was a menace to the harbors of our coast. The rest followed inevitably. What we have done as a nation for these people is worthy of the best interpretation of our democracy. We have done what no nation has done for a colony of alien race. We have sought to give them through education the power of self-determination. They differ from all other Oriental peoples in that they have enjoyed the advantage of centuries under Christian influence. These centuries have not been in vain in bringing them nearer an assimilation into western civilization. While lacking the Chinese stability, they are bright and versatile and the best of their youth will respond readily to the opportunities of our higher education and develop into leaders of their people. What is needed by their people is leaders in commerce, law, medicine, engineering and agriculture—not politicians. Filipino boys are coming to our universities and schools and the immediate future will make large demands upon the institutions of the coast for their care.

Our nation was shaped for the work of evangelization. It has gathered into it all the bloods and faiths of the occidental world and has molded them together into a people out of which is emerging the concept man. It has based its institutions upon democracy, the most daring optimism devised by man, a system of governing whose chief *raison d'être* lies in its power to educate and uplift men by conferring responsibility, and saying to them: "The law and the kingdom, lo, they are within you." The faith of our fathers is our faith today; our evangelizing zeal is the zeal of democracy, the ultimate zeal of the west, to make men self-determining and self-governing.

Is democracy a failure? Our answer is the answer of John Paul Jones to the question of the Serapis, "Have you surrendered?"—"We have not yet begun to fight."—*Address before the Educational Conference at Portland.*

So far as I can discern, all contemporary science treating of human nature suggests the conception that the child is equipped at birth mainly with impulses which are bequeathed to him from his primitive ancestors, but which are not adapted to modern society in just the way in which they are inherited. So that the education of the individual consists in no small measure in learning to inhibit his original tendencies. He can undoubtedly acquire these inhibitions best by forming strong attachments for modes of conduct in harmony with existing social institutions and practices, so that in the kindergarten, as elsewhere, we must aim primarily to *win* the novice in behavior to social and moral interests and actions. But, so far as I can discover, there has never been worked out any plan by which the child can be brought into line with his social environment without having some experience with penalties for unsocial conduct. The social lessons are not learned without a struggle; and the longer they are deferred the harder they become. If the child never suffers for non-social conduct in the kindergarten, he will be likely to make it up with heavy interest farther along. Pain is, when it results from violation of social and ethical laws, a most valuable prophylactic agent if it *comes early enough*, before attitudes and expectations become established. So it has seemed to me that it would be well if the kindergarten, while preserving all of its positive methods in making the child a social being, would at the same time help the child to appreciate, as a result of vital, significant experience, that it pays in terms of pleasure and pain to meet his fellows half-way, and not to trespass on their rights for his own advantage. The kindergartner ought to help in making children appreciate that a bullying attitude leads to unhappy consequences.

I come now to say a word respecting the fundamental conceptions of the kindergarten, which have been vigorously assailed by certain distinguished present-day naturalists. It is charged that the Froebelian philosophy is mystical and fanciful, and that it is not founded, to any extent, upon exact observation of the developing human mind. It has resulted, then, that materials and processes which are artificial and formal have found their way into the kindergarten, the doctrine of symbolism being especially faulty. The child is kept at the Gifts when he ought to be in contact with nature, and doing things of genuine value. To my mind this general criticism is merited in many kindergartens. I think all we know of the functioning of the human mind as an instrument for securing adjustment to the world, to which may be added the results of experience, testify to the fruitlessness of trying to instruct babes by means of symbols. The time devoted to this work ought to be

spent in dealing at first hand with real objects in the real world environing the child.—M. V. O'Shea in the *Kindergarten Review*.

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The country schools have not made corresponding advancement. Let us give the country school all the credit possible for its great work in the past. It is destined to do a still greater work. We can not get along without the district school. The majority of the children are yet enrolled in the one-room schools. There are certain elements found in the country school that do not obtain in the graded system. And these elements are powerful for good in the training of children for life's duties and responsibilities. Fully ninety per cent. of the children enrolled in the country schools will get no other training, as far as books are concerned, beyond that which they now receive under conditions more or less unfavorable. The serious attention required by the new conditions of life is now being bestowed upon the improvement of the country school. There is a greater public interest in this part of the educational field, much of which has been too long neglected. This public interest must increase.

While credit must be given the district school of the past, the same claim, in a way, must be made for the reap hook, the hand loom, and the ox cart. Good work was done with these instruments, and people were happy then. But no farmer will make use of them today simply for the reason his fathers used them. This is a new age. The future will be characterized by fierce competition, in which technical skill and a high degree of training will be necessary qualifications for success. Industrial organizations with facilities for transportation never dreamed of will yet be attained. The farmer is beginning to realize that he must know something of the scientific basis upon which success in farming depends. He must be a thinker along the economic lines likely to be affected by legislation. And if country life shall be estimated at its proper value, if labor on the farm shall receive its just reward, the country school must be improved to furnish the training demanded by the times. This does not imply that consolidation of schools is the only means of increasing the efficiency of the country school system.

By centralization all the children of a township can be brought together in one building, and thus will result the inspiration that always comes from numbers. A school of seven or eight pupils is not calculated to stimulate a boy or girl to do the best work possible. With only one in a class there is no competition, that rivalry which calls forth all the powers of the child. By centralization

strong classes can be formed and thoroughly graded as advancement is made. Such classes call forth the best efforts of the members. Centralization will decrease the cost per capita for education, give longer school years, and furnish a more efficient school force at better salaries.

By centralization all the children of the township have the same chance for higher educational advantages, which under the present plan only five or ten per cent. are able to get by leaving home and going to the city. With a central graded school and a high school course the children can be at home evenings under the care of their parents. The people of the country districts are entitled to receive the fullest benefits for money expended. Better means of education, better training, stronger characters; the possibility of all these must appeal to every parent and to every public spirited citizen of any community. The course of study may be so enriched that all of the farmer boys may be taught some of the fundamental principles of agriculture, horticulture, etc., without sending them away to a university to learn what may be learned at home. Such a township high school, with good teachers, ought to be able to teach the boys and girls something about formation, composition and care of the soil; feeding standards and selection of animals for the dairy; rotation of crops; constituents of plants, and fruit growing.

By centralization we go a long ways toward the solution of the problem, "How to Keep the Boys on the Farm." We bring to the farm that which they go to the city and town to secure. Centralization or consolidation of country schools does not necessarily mean that all the schools of a township must be combined into one school located at the geographical centre of the township.—*O. J. Kern in Education.*

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The Juvenile Reformatories were at first, in reality, juvenile prisons, with prison bars, prison cells, prison garb, prison labor, prison sentences for fixed terms, prison punishments and prison discipline generally. It was recognized as a legitimate part of the purpose of the institution to inflict upon the child punishment for his wrong doing, adjusted according to the supposed ill desert of the culprit, and this idea was considered not to be inconsistent with the effort at reformation.

The Juvenile Reformatory of the twentieth century is organized on essentially different principles. It abandons entirely the prison method and the idea of retributive punishment. Its design is to

**The Juvenile
Reformatory
of the 20th
Century**

create and establish right character in delinquent children, when all other agencies have failed. For many years the friends of the Juvenile Reformatory regarded it as the one and only method for dealing with incorrigible children, but with the advent of the Juvenile Court law, with the probation system and with the recognition of the family home as the most practical and efficient reformatory in the world, the Juvenile Reformatory has taken a new place in the minds of those who are interested in children. It is no longer the instrument of first aid to erring children, but it is now recognized as the dernier resort. When we have exhausted the resources of the home, the church, the public school, the private school, the Parental School, the Juvenile Court, the probation officer, then we turn to the Juvenile Reformatory and ask of it success in dealing with the problem in whose solution all other agencies have failed.

The Juvenile Reformatory is not designed as a permanent institution in which to bring up children to manhood and womanhood. However good an institution may be, however kindly its spirit, however genial its atmosphere, however homelike its cottages, however fatherly and motherly its officers, however admirable its training, it is now generally agreed among those who are familiar with the needs of children of this class, that institutional life is at the best artificial and unnatural and that the child ought to be returned at the earliest practicable moment to the more natural environment of the family home—his own home if it is a suitable one, and if not, then some other family home.

Having considered the design of the Juvenile Reformatory, we come next to its spirit. In order that the design may be accomplished, there must be enthusiastic and whole-souled devotion to that design. Every person connected with the institution from the president of the Board of Trustees and the superintendent to the cook and the stable man should be inspired with the one purpose of developing the highest character which their young wards are capable of attaining. Every department should be organized with this purpose distinctly in view and neither expense nor labor should be spared which will clearly contribute to that end. Every activity of the pupils—study, work, or play, should be directed intelligently and conscientiously toward the accomplishment of this purpose. Constant effort should be made to maintain such an environment and such a clean and wholesome atmosphere as shall contribute to high thinking and lofty purpose.

First, there is an absence of prison features. To one who is not acquainted with such institutions, but who knows that they are places of detention for boys who have committed grave offenses and even high felony, it is something of a shock to approach an institution like the Minnesota State Training School or the St. Charles

School for Boys in Illinois and to discover that there are no walls, no high fences, no barred windows, no cells; that the grounds are open to all comers, that the cottages are built like ordinary dwelling houses; that boys are sent freely to all parts of a large farm, or are sent on errands to a distant village or city; that the inmates live in families under the care of a house father and house mother and that boys of all ages attend school under the charge of women teachers who control them with as little effort as the pupils in an ordinary public school.

The intellectual training should be of the highest quality. The majority of the children will be found backward in their studies; many of them dull and more disinclined to study. Teachers should be selected with reference to their special aptitude in stimulating such pupils to an interest to study. The Chicago Parental School is carried on by the Board of Education. It is a school for truants and unruly boys. Out of the army of public school teachers in the city, the brightest and most successful teachers have been selected for this service. High salaries are paid and the results have been most encouraging.

The teachers should be men and women of originality, versatility, tact, patience and strong belief in the possibilities of human nature. No teacher should be tolerated who does not believe in the future of the children. Pessimism is an unconquerable bar to success. Those teachers succeed best who become inspired with love for their pupils, stimulating to unflinching endeavor in their behalf.

Women have the advantage over men for the reason that there is in the heart of every boy an instinct of chivalry which can be successfully appealed to. Superintendent Ray, who was for many years at the head of the New Hampshire Reformatory, once said, "When I want to send a boy to the city of Manchester on an errand I invariably make the arrangement through one of the ladies of the school. It is an unheard thing for a boy to run away after promising a lady to return." While the teachers in Reformatories are at a disadvantage in the material with which they have to do and in the previous habits of inattention and irregularity, they have some compensating advantage. The children are never tardy, they never play truant, they never run the streets at night and the teachers do not have to contend against a lack of wholesome discipline at home. Moreover, the children are spurred to application by the most powerful human motive, namely, the hope of freedom; and however kindly the discipline, however large the liberty enjoyed, however homelike and genial the cottage life may be, nine-tenths of the children look forward eagerly to the time of their release, and most of them are willing to exert themselves to gain it.

The training of boys in agriculture has a similar advantage to the training of girls in domestic science, because it fits the boy for

farm life, which is a wholesome and happy life; but it must be remembered that the great majority of boys in Juvenile Reformatories are too young and too backward to take advanced courses in agricultural training, and that the simple and primary training which they are capable of receiving can be acquired quite as well on the farm as in the institution. If the boy has acquired a reliable character, the farmer can train him. It must be remembered also that only a minority of the boys in Juvenile Reformatories can be adapted to the life of the farm. The majority of these boys come from the cities and villages. They have the town fever in their veins and it is practically impossible to keep them on farms. Home-sickness and distaste for farm labor attack many of them and they drift back sooner or later to city life. Any organization of industrial training which refuses to take account of this obvious fact in human nature and attempts to force the entire population of the institution onto the land is a mistake. It is true that many city boys take kindly to farming and remain permanently in the country; it is true also that many country boys crave the town life.

In order to meet the diverse needs of the pupils it is necessary to diversify the industrial training. There must be Sloyd, nature study, flower gardens, weeding, kite making, etc., for the little fellows. There must be farm labor, chicken raising, brick making, road making, stock raising, dairying, horticulture, manual training shops in carpentry, painting, blacksmithing, bricklaying, etc., for the older lads—all of these employed primarily and constantly for the great aim and purpose of the institution, character building.

Incidentally, there will be valuable crops, and animals, and roads, and sidewalks and brick buildings produced, but that is not what industrial training will be organized for. Incidentally, the farm boys will learn to make a gate or a wagon tongue or a hot bed, to cobble a shoe or nail on a horse shoe, but that is not the final purpose of the training.

Industrial training will tend to create character by developing the steady hand, the true eye, working to a plan, obeying orders, conscientious fulfilment of design, steadfast application to a task, delight in a perfect and finished job, respect for a master who knows how to plan and to produce results; taste for industrial labor and discovery of one's peculiar aptitude.

The superintendent must be a competent educator who can direct the operation of the schools, manual training, agricultural training, physical training. He must have sufficient knowledge of farming to manage a large farm economically. He must be a good business man for the management of the business affairs of the institution, purchase of supplies, planning and supervision of

buildings, etc. He must be a man of administrative capacity, capable of directing efficiently the work of a large corps of diverse employes. He should be a man of culture and education because only a well educated man can unite all of the other qualifications. He should be a man of religious spirit. He may be a Protestant or a Roman Catholic or a Jew, but he must be a reverent man, imbued with the spirit of love to God and to his fellow man, and a man of such catholicity as will enable him to rise above sectarian narrowness and to treat with due consideration the people of diverse faiths with whom he may come in contact.

Above all, the superintendent should have that fine spirit of sympathy with young life, insight and stimulating power which has marked the great school masters of the world, like Arnold of Rugby, Taylor of Andover and Lane of Chicago. He must be able to discover the secret springs in a boy's character, to appeal to unsuspected motives, to arouse dormant powers of resistance to temptation, to labor with unflagging zeal and unlimited patience for the accomplishment of the seemingly impossible task, to meet every new boy with as much freshness, hopefulness and courage as if he had never known an incorrigible.

The superintendency of a Juvenile Reformatory is no place for a broken down school master, or a clergyman "without charge," or a crank, chock full of theories which he wishes to work out upon the children, or a well-intentioned citizen who has failed in business; least of all for a useful politician waiting to be rewarded. The men who unite the qualifications already described are few and much wanted. They are apt to be modest men, underrating themselves and not knowing their own powers awaiting the discovery of some discriminating director who knows how to find a man.

The teachers of the institution, religious teachers, day school teachers and industrial teachers, should be men and women (the majority women) who are enthusiastically devoted to the effort to bring out the very best possibilities of their pupils. Indifferent, perfunctory teachers, working only for their salaries, should be dispensed with as soon as their disposition is discovered. The work will be accomplished quite as much by the personality of the teachers as by their direct instructions. There are many splendid examples of such teachers in our Juvenile Reformatories. When one realizes the difficult and intractable material with which they have to deal—boys and girls who have been given over by former teachers as incorrigibly vicious, unmanageable, or hopelessly dull, we can but wonder at the fine enthusiasm and the remarkable success with which some of these teachers work.—Hastings H. Hart *at the National Conference of Charities and Corrections.*

The following set of rules for punctuation is prepared by Supt. McClymonds and issued to the teachers and pupils of Oakland. It will be of use to teachers in general:

**Some
Rules for
Punctuation**

THE COMMA IS USED:

1. To set off words, phrases, and short clauses in a series, (even with the *and* expressed between the last two).
2. To set off adjective modifiers, whether words, phrases, or clauses, when not restrictive:
 - a. Nouns in apposition (sometimes connected by "or.")
 - b. Relative clauses.
 - c. Participial and other phrases.
3. To set off adverbial modifiers, whether words, phrases, or clauses, not closely connected (in position) with the words they modify.
4. To set off dependent clauses that give quite a different thought from the independent clause; ordinarily clauses of cause, condition, and concession.
5. To set off noun clauses used as attributes.
6. To set off short quotations.
7. To set off words, phrases, and clauses grammatically independent of the rest of the sentence.
8. To mark the omission of words.
9. After "as," "namely," "to-wit," and "that is," when these introduce examples.
10. To separate contrasted words, phrases, and clauses.
11. Before *and*, when *and* connects, not single words, but groups of words.

THE PERIOD IS USED:

12. At the end of declarative and imperative sentences.
13. After abbreviations.
14. After Roman numerals.
15. After the titles of books, poems, essays, etc.

THE INTERROGATION MARK IS USED:

16. After questions, whether whole sentences or not.
17. Enclosed in parenthesis, to express doubt.

THE EXCLAMATION POINT IS USED:

18. After exclamations, whether single words, groups of words, or sentences.
19. Enclosed in parenthesis to express surprise.

THE SEMICOLON IS USED :

20. In complex and compound sentences, whose clauses are not closely connected.
21. Before an added group of words.

THE COLON IS USED :

22. To denote specification ; that is, after a general statement when particulars are given without any introductory word ; and before a formal quotation.
23. Between clauses in which the semicolon has been used.

THE DASH IS USED :

24. To denote an abrupt break in the thought.

QUOTATION MARKS ARE USED :

25. Double, when about a direct quotation.
26. Single, when about a quotation within a quotation.
27. At the beginning of every new paragraph or stanza of quoted matter.
28. Around titles of books, etc., and other words selected from other writings to be spoken about.

THE PARENTHESIS IS USED :

29. About parenthetical expressions—and *never* to indicate an error.

* . * *

What we want in this land is a revival of old-fashioned common honesty. We want a code of practice which makes it disreputable for a man to be a thief. We want a class of educators who would scorn to be seen in company with an unrepentant rascal. We want a body of voters who will decline to support any man whose garments are stained by graft or spoils. We want a church which isn't afraid to preach and a press which isn't afraid to stand out against it. We want leaders who are not pharisees and followers who are not envious of ill-gotten gain. All over America a wave of formal enthusiasm is moving. People have at last begun to think. It is a hopeful sign.—*Lewiston (Me.) Journal*.

**Plain
Honesty
Needed**

"Iconoclasts," by James Huneker, Charles Scribner's Sons, Publishers, is one of the most interesting books published. The contents include Henrik Ibsen, August Strindberg, Henry Becque, Gerhart Hauptmann, Paul Hervieu, The Quintessence of Shaw, Maxim Gorky's *Nachtsyl*, Hermann Sudermann, Princess Mathilde's Play, Duse and D'Annunzio, Villiers de l'Isle Adam, Maurice Maeterlinck.

These essays are well balanced, sane, and have that naive, virile expression that makes the reading of them a constant source of intellectual entertainment. Huneker's work is the best of its kind, and the kind is the highest class of literary entertainment. The price of "Iconoclasts" is \$1.50.

* * *

An American Girl in Munich, The Impressions of a Music Student, by Mary W. Daniels, published by Little, Brown & Co. The author's descriptions of her year of music study in Munich are true to life, animated, and informing. She comments with originality upon the operas and symphonies which she heard in Munich, and a number of actual figures in the musical world—Chadwick, Gericke, Paine, Zerrahn, Margaret Lang, Stavenhagen—are interestingly referred to. Interwoven with the musical portions is a typically German love story, which gives a touch of romance to the book.

* * *

"History of the United States," W. C. Doub, author, Macmillan Company, publishers, is the most important of recent contributions to text-book literature. This book marks an epoch in text-book writing. It is not a compilation of historical data. It is not rewritten from a half dozen other histories. It is not a freak idea of history. It is a sane, comprehensive and virile presentation of the history of the United States. The book is a well poised composite of history. It is an ideal text-book. First—Because it is written from genuine historical sources. Second—Because it is on such subjects as the War of the Rebellion free from prejudice. Third—Because there is a reasonable consideration given to the institutional life of the country. Fourth—Because the style is full of virility, the editing of questions, topics and subjects show a proper

appreciation of practical pedagogy. The author has lived up to the following ideals expressed in his preface:

During recent years there has been much written and much said about making the study of history and civics in the elementary schools something more than committing to memory dates, facts, and events. Many newspapers and educational journals and many of those educators who talk publicly on school questions have criticised severely the results secured from the time devoted to history and civics in the grammar schools. The method used and the lack of proper preparation on the part of the teacher have been held responsible for the poor results secured in these subjects. It has been customary to hold the teacher responsible for the method used and for her poor preparation, and thus to place the entire blame on her. Many have promptly and justly replied that they cannot be expected to expend from two to three thousand dollars in securing a higher education for the purpose of receiving the small salaries paid in the elementary schools. They have also replied—and this is even more to the point—that not being specialists in history and civics, they cannot, with any degree of success, teach these subjects by the topical method when every grammar school history text-book in print adopts, almost entirely, the cut-and-dried chronological-event method. In relation to all these conditions, special attention is called to the fact that in this book the topical treatment is used without any reserve whatever. No teacher can use this book as a text-book and use any other than the topical method, and no pupil can study this book without becoming interested in the real spirit of our history.

The author gives the following appreciation to his teacher: While Dr. Howard has nothing to do in the direct preparation of this volume, it was while a member of his classes at Stanford University that I caught something of his inspiration for candid, logical, and devoted research that made the preparation of this work by me possible.

The book contains 631 pages and an appendix, many appropriate illustrations, maps and other illustrative material. The type, headlines, notes, questions, and binding are all attractive and convincing. It is a great book and it will find its way into the hands of pupils wherever teachers and boards of education are looking for a book that is a combination of the best there is in the teaching of the history of the United States.

A GRADED SPELLER. By Alice Rose Power, Edison School, San Francisco. Philadelphia: J. B. Lippincott Company. Cloth. 176 pp. Price, 60 cents.

The author has had her vision on modern requirements in the arrangement of this speller. Groups of words for all grades from the first to the eighth are prepared, and evidently with great care. The words have been tested by several teachers, and the results have been good. Even pupils naturally deficient in the art of spelling have been greatly aided by the compiled lists. A feature is the giving of a full set of homonyms at the end of each list. Practical examples in the forming of plurals are also given. It has a serviceable appearance.—From *Journal of Education*, Boston, Mass.

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The time has come when the public as well as the schools demand the best at the least expense. Many of the dictionaries now used in the schools have not been revised for many years, hundreds of new words and words brought into general use ten years ago not appearing in these lexicons. The acquisition by America of its extensive foreign territory, the many recent discoveries in science and in the arts have almost rendered obsolete the dictionaries now being used in the schools. Laird and Lee's Standard Series embody the latest researches of philology and science, and contains more pages, more illustrations, more colored plates, more new words and more special features than any other series of similar dictionaries now in print.

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State Text-Book Committee

BULLETIN ON SUPPLEMENTARY BOOKS

SACRAMENTO, CAL., Sept. 7, 1905.

Reports on file in the office of Superintendent of Public Instruction show that text-books, other than those of the State series, are being purchased in large quantities for general daily use in many elementary schools of the State, and that in some instances such books have supplanted the prescribed texts. In view of these condi-

tions, and that the attitude of the State Text-Book Committee on the practices reported may be clearly defined, the following resolutions are herewith adopted:

Resolved, That the State Text-Book Committee views with disfavor the reported injudicious use of supplementary books in the schools, and notes with some degree of alarm their *illegal use* as substitute books displacing the legally adopted texts of the State series.

Resolved, That the State Text-Book Committee, in listing certain books as approved supplements or aids to the State series, does not thereby authorize the recognition of such books as legal equivalents of the State series, nor does it in any way sanction the unlimited use of supplementary books in the schools.

Resolved, That this Committee heartily indorses the ideas contained in the report of its Secretary as to the use of supplementary books and the purposes they are intended to serve in a school course, and that his report be made a part of the report of this Committee.

Resolved, That the attention of the State Board of Education be and it is hereby called to the practices named above, that have instigated the Text-Book Committee to make these resolutions; and that the State Board be and it is hereby requested to take such action in the matter as to it seems proper.

REPORT ON SUPPLEMENTARY TEXT-BOOKS.

Honorable Members of the State Text-Book Committee:—

GENTLEMEN: At a meeting of this Committee on August 4th, the subject of supplementary books being under consideration, the advisability of increasing the list of such books, the limitations, if any, that should be placed on their use in the schools, and other matters relating to the subject, were all referred to the Secretary, with a request that he make a report to the Committee at its next meeting. Accordingly, I beg to submit the following:

One of the few subjects upon which teachers and educators of all classes appear to agree is that books additional to the regular texts are valuable aids to school work, so much so as to be an essential part of school equipment. It is believed that if on this subject a consensus of opinion of the teachers of California could be obtained, it would be an emphatic affirmative for text-books to supplement the State series. This idea is perhaps stronger in California than elsewhere. In this State the free use of supplementary text-books has been fostered by at least two conditions not preva-

lent in other States. The primary and determining cause appears to have had its origin in necessity. For many years a condition prevailed in California's schools that would not have been tolerated so long had it been better understood by school patrons. By statutory provisions the schools were compelled to use text-books of an admittedly inferior quality. To overcome the weaknesses and supply the deficiencies in the authorized books, other and various texts were brought into the classroom under the name of supplementary books. This practice had legal sanction.

A second condition that has been favorable to the free and almost unrestricted use of such books in this State is the easy way by which they can be purchased. The district library fund has furnished the finances, or, when insufficient, the general school fund, known in the statutes as the "County School Fund," has been drawn upon.

Another factor should perhaps be recognized in this work as a third condition. It is not peculiar to California, for it is found in every State and in every country. I refer to the ever-active, ever-present, ever-persistent book-agent, whose expressed solicitude for the welfare of the schools is only equaled by his unflagging zeal for the publishing house which he represents. As a promoter for the use of supplementary books his work has been monumental.

Stimulated by the several agencies or conditions I have named, the use of supplementary books has been a growth of such vigorous nature that its proportions have become formidable. Teachers, who have worked under the California system, have been trained to believe that a large quantity of such books are a necessary part of schoolroom furnishings. Are they right in this belief? Shall the free and unrestricted use of supplementary books continue? The State Text-Book Committee has a complex and difficult problem to solve. It is an economic question as well as an educational one. It is safe to say that the supplementary books in the school houses of California today represent an outlay of several hundred thousands of dollars. This is in striking contrast with the conditions that prevailed within the recollection of many, when "Webster's Elementary Spelling Book" sufficed as a text for the whole curriculum of the primary schools. These many books now in use have been purchased from public school funds in the manner I have heretofore described. It is doubtless due to their not having been a direct cost to school patrons that no serious complaint has been made. But they have cost the community; been a burden to the tax-paying public. We are confronted with at least two questions: Are so many books necessary? Are the schools receiving from them a benefit commensurate with the expense?

We may find an answer to these inquiries by first learning the purposes a supplementary book is intended to serve. It is, I be-

lieve, conceded by everybody, except book publishers and their agents, that perfection has never yet been attained in the making of any text-book. Some have been made that are good, a few very good, but many are poor, or indifferent, or wholly worthless for school use. In the evolution of the text-book there has been a continuous struggle for better things. This has brought about a material improvement, but we are still far from the ideal.

Even in the few books that may be classed as very good will be found weaknesses, omissions, and other defects that their well-meaning authors failed to discover or correct. To strengthen these weak places in a regular text is the chief function of the supplementary book.

The topic that is meagerly treated in the regular text may be exceptionally well treated in the supplemental book. Also the supplemental book may have some special features of value not found in the prescribed text. Again, it furnishes new exercises, new problems, new facts and statements, all of which give to the pupil new interest in his studies. These are some of the functions of the supplementary text-book, and so far as these purposes have been recognized and applied in California's schools, such books have done good service in the work of education and their cost has not been a loss to the State. If, however, care has not been exercised in selecting such texts as are adapted to the uses enumerated, if books have been purchased promiscuously without thought of any particular end that they would serve in a school course, further than to help make a large supplementary list to draw upon, then it is reasonable to believe that some mischief has been done to the schools, and some funds wasted.

It has been stated that the presence of so many supplementary text-books in California's schools may be attributed to the fact that for many years the legally prescribed books were of themselves inadequate. While this statement may be true of the past, it will not be satisfactory for future explanation, since conditions have changed. California will soon have completed a series of text-books of acknowledged merit, covering all statutory subjects for elementary schools. The manner of their selection should of itself be a guarantee of excellence in the choice. With improved texts in which the studies prescribed by law are well presented, there will be less need to supplement.

This points to the conclusion that the number of supplementary books in the schools of the State may be materially diminished without loss to the pupils. Such a policy would result to the advantage of the schools, both in the saving of funds and through the elimination of much superfluous matter from the classrooms.

Also it would practically give direction to study, by causing pupils to center their attention upon a few texts of known merit,

rather than have that attention dissipated over a wider but less productive text-book field. Educational authorities tell us that concentration is a crying need in our schools of today. The limitations suggested would appear to be in line, then, with the best educational thought. The economic side is too apparent to need comment. It is not the purpose of this report to decry the value of supplementary books; on the contrary, I would add to their acknowledged value by limiting the number in use.

The number of books in the regularly prescribed series is large. By many people it is thought to be too large. When this is multiplied by three or five, to include supplementary books, the number appears indeed formidable. To pupils of elementary grades, so many unstudied books before them stand out in their horizon like a barrier of rocky mountains separating them from the high school tablelands beyond. Doubtless many pupils fail to persist in an effort to climb, because the task of scaling seems to them hopeless. Of the State series of text-books each book is intended to pretty thoroughly present the subject of which it treats. Each book of the series has been adopted as being the *best text obtainable* on that subject. It is not easy to perceive how the pupils' interests are advanced by removing the regular text, even for a short time, and substituting in its stead an inferior book. This should not be permitted, except in practice-reading, when a wider selection of reading exercises than is found in a single book should be encouraged. It should be borne in mind that a supplemental book to the regular text is not a *substitute* book for that text, but, as its title indicates, an addition to it, to complete or supply what may be lacking. The displacement of any text-book of the prescribed State series by any other text, and the use of the latter instead, is plainly a violation of the statutes. It is believed that the free and unrestricted use of supplementary books has in many instances led to this practice, which, if permitted to continue, will, in time, become general, to the injury of the schools. In this connection I would recommend that the purposes of supplementary books be better defined for the schools of the State and, if possible, some limitations be placed on their use. In the studies of arithmetic, grammar, and physiology, the value of any text-book other than the prescribed text, in the pupils' hands, may be questioned. In reading, history, geography, and civics, additional books can often be used with advantage, particularly in the first named subject. One or two authorities on every subject taught should have a place on the teacher's desk. The limitations here suggested would, I believe, be approved by many superintendents and teachers of this State.

To summarize conclusions reached:

- (a) A school course is enriched and strengthened by a few

good supplementary books. It is hampered and proportionally weakened by many such books.

(b) A less number of supplementary books in the schools of this State would mean better work in the classrooms.

(c) The new text-books of the State series are so complete in themselves as to need but few additional books to supplement them.

(d) Books authorized for supplemental use should be selected with as much care as is exercised in determining the regular text. They should be few and of high standard.

(e) The use of supplementary books should be a subordinate use, not a substitute use; they should aid, not supersede.

Respectfully submitted.

ROBERT FURLONG,

Secretary State Text-Book Committee.

* * *

Echoes

But Nature remembers our good things as well as our bad things, and the truly happy man is the man whose habits impose upon him the thinking of higher thoughts, dreaming the noblest dreams, exulting in the deepest joys. It is a great thing to have formed the habit of meditating upon the greatest thoughts of the greatest painters, until noble thinking is the necessity of one's nature, because it is automatic, unconscious. It is a great thing to live habitually upon the upper levels with the poets and the heroes, until those allies named habits are, not the angels of our worst nature, but we are under the control of the angels of our better nature.—FROM THE QUEST OF HAPPINESS, by *Newell Dwight Hillis*.

Children should be educated neither for themselves nor for their parents, for man is no more designed to be a personage than a specimen. They should be educated for life. The aim of their education is to aid them to become active members of humanity, brotherly forces, free servants of the civil organization. To follow a method of education inspired by any other principle is to complicate life, deform it, sow the seeds of all disorders.—CHARLES WAGNER.

There are great problems ahead of us as a nation, but the really greatest problem is the problem of making better men and better women of all of us.—PRESIDENT ROOSEVELT.

If only people will be satisfied to allow the children in the public schools to learn and use the simpler forms of spelling a

few words, and with each succeeding decade to permit the enlargement of that list of simplified words, I believe that the children, getting out into life, having tasted even a little of the sweets of orthographical freedom, and reason, will not willingly go back to the bondage of our present system (or lack of system) of spelling.—PRESIDENT R. H. HALSEY, *Wisconsin*.

If the school fails to promote a vigorous physical womanhood, society will suffer a loss that no other influence can counter-balance.—SUPERINTENDENT W. F. GORDY, *Springfield, Mass.*

My fundamental proposition is that the country child is entitled to every whit as good an educational opportunity as that enjoyed by the most favored city child attending the public school.—SUPERINTENDENT O. J. KERN, *Winnebago County, Ill.*

Be yourself. God made you an individual unlike other creatures. Do not thwart His making. Let the inspiration of example, the influence of environment, the counsel of friends go toward the making of yourself.—PRESIDENT THWING, *Western Reserve University*.

The evening school, of all schools, requires the most tact, the best discipline, the most experience. It ought not to be regarded as a training ground for teachers, for the work is of such a nature that it discourages the inexperienced teacher.—FREDERICK H. LAW, *Pawtucket, R. I.*

To teach children the habits of cleanliness in body and in mind; to train constantly to habits of obedience to lawfully constituted authority; to make them love what is good and to hate what is vicious; to make them feel, in the microcosm of the classroom and the school, that the highest happiness comes from treating your neighbor as yourself; to do unto others as you would have others do unto you; to believe in the brotherhood of man and the fatherhood of God; if this does not contain the very essence of a religious spirit, to be supplemented at home and in the Saturday or Sunday school, I do not understand what religion is.—HENRY P. O'NEILL, *Principal in New York City*. (1895).

The atmosphere of the schoolroom should nourish love of country, and the life and teachings of the schoolmaster should be constant lessons in patriotism.—SUPERINTENDENT F. M. FULTZ, *Burlington, Iowa*.

The kind of school board, the kind of superintendent, the kind of schoolrooms, the kind of text books—these are important, but all these taken together do not matter so much as having a teacher

with an inspiring and commanding personality, whose daily influence shall tell powerfully towards the making of men and women.—SUPERINTENDENT C. R. FRAZIER, *Winona, Minn.*

“Get-wise-quick” theories are as pernicious as “get-rich-quick” concerns. We cannot hope to produce scholars ready made. If we can cultivate the habit of study and thought we shall have accomplished much.—MAYOR McCLELLAN, *New York.*

The ultimate end of child training may be variously worded, but in simple form it resolves itself into the training of correct habits and establishing them as a part of the child's make-up; correct habits of body, of mind, and of heart. We most mistake the aim and purpose of the school when we think of educational results as depending upon any process of intellectual cramming. Education is not in any sense to be reckoned with upon a quantitative basis.—SUPERINTENDENT A. L. BARBOUR, *Natick Mass.*

* * *

Western School News

MEETINGS

National Educational Association, San Francisco, July, 1906. Dr. Nathan C. Schaeffer, President.

California State Teachers' Association, Berkeley, Cal., last week in Dec. James A. Barr, Stockton, President; Mrs. M. M. FitzGerald, 405 Fillmore Street, San Francisco, Secretary.

Northern California Teachers' Association, Red Bluff, November 1, 2 and 3. J. D. Sweeney, Red Bluff, President.

Southern California Teachers' Association, Los Angeles, Cal. Week before Dec. 25th. President, J. D. Graham; Miss Alice Frazier, Santa Ana, Secretary

NOTES

Prof. C. J. C. Bennett of the State Normal School, San Jose, has been elected to the chair of education in the State University at Baton Rouge, Louisiana.

There is a largely increased enrollment of students at the San Jose Normal.

Supt. T. O. Crawford and Mrs. Crawford left recently for a visit to Mr. Crawford's mother in Portland, Me. While absent Mr. Crawford will study the system of schools in New York and Maine.

Supt. Lizzie E. Fox held her institute in Weaverville Sept. 13-16th. Dr. F. B. Dresslar of the University of California and Dr. Snedden of Stan-

ford University were the instructors. On Monday evening a notable reception was held. Supt. Fox proved to be a splendid hostess and the institute was a great success.

Supt. Geo. Underwood of Humboldt and Supt. Leishman of Del Norte held a joint institute at Eureka Sept. 11th to 14th. Dr. E. C. Moore, Miss Anna Nicholson, D. R. Augsburg, Hon. Thomas J. Kirk and H. H. Johnson were the instructors. The attendance was good, the enthusiasm was great, and much good resulted from the meeting. The Humboldt teachers made it very pleasant for the visiting teachers from Del Norte. The papers of Eureka are to be commended for the excellent reports published of the proceedings of the institute.

J. H. Ackerman, State Supt. of Oregon, will assist Supt. Balfrey of Siskiyou County in conducting her institute.

The compulsory education law of Washington went into effect Sept. 3d. It is the most severe law yet enacted on the subject.

Arnold Tompkins of the Chicago Normal School, well known by his books and lectures in California, died Aug. 14, 1905.

* * *

TEHAMA COUNTY

Schools opened throughout the county early in September. Many new and strange names are seen on the list. This is one of the great disadvantages of the work in this section of the State. Trustees make a great mistake in too frequent changing of teachers.

Red Bluff opened with a larger attendance than at the first of last year. Principal J. D. Sweeney has been superseded by C. A. Davis, from Chico. Mr. Sweeney taught in this county for over sixteen years. He is now at Stirling City.

Miss Clara Miller has gone to take a school in Dunsmuir. She taught the seventh grade room in Red Bluff last year. J. M. Osborn, who was vice-principal of the Red Bluff school last year, has been appointed to her place on the county board of education. Mr. Osborn is a very able young man and deserves a good school.

Miss Lang has charge of the Antelope school. She was in charge of the sixth grade work in Red Bluff last year. Miss Christian will rule in Corning, and Miss Johns at Tehama.

Miss Agnes Nangle, who acted as county superintendent after the death of her sister, Miss Lena, was married in September to W. K. McFeeley, a young business man of Red Bluff. Miss Anna Lauer, one of last

year's teachers in the Red Bluff school, married just after the close of school.

Ex-Supt. O. E. Graves, one of the ablest principals in the State, again has charge of the Corning High School with the same corps of assistants.

Glenn L. Allen has enrolled more students in the Red Bluff High than ever. This school lost one of the ablest instructors it has ever had in Miss Elizabeth Herrmann, who resigned to take a position in Mills' College as a teacher of German. Such young women are hard to find. The remainder of the teaching force remains as last year. This district voted \$32,000 bonds in the spring to build a high school. Up to date (Sept. 15th) nothing further has been done, owing to the technicalities of the law relative to the location of the school. The law seems to an onlooker to be ridiculously absurd.

E. L. Cullen, one of the brightest young men in the profession in Tehama county, has given up teaching to take a place in the Treasurer's office. There is no inducement for any man to remain in the work if he can get out. This is not as it should be.

Three ex-teachers, J. Allen DeCou, R. L. Douglas, and M. J. Cheatham, have established a flourishing insurance and real estate business in Red Bluff.

* * *

OUR EDUCATIONAL SYSTEM.

Education of men: Young Men's Christian Association Institute of Practical Education; we have half a million invested; we help young men to improve themselves and increase their salaries; all commercial branches, day and night classes; steam engineering a specialty; practical demonstrations in our own extensive engine-room; night law school; private tutoring; preparation for the university; school for employed boys; over 32,000 students enrolled last year in the Association schools of the United States; we teach foreigners to speak English; we are not in the school business to make money, but to make men; 30 subjects taught; 25 instructors employed; gymnasium privileges included to students; the work goes on day and night; try one hour out of the twenty-four and see how readily you will be of more value to yourself; the Associations of this country had more students enrolled last year than are found in eight of the largest universities in our land; over a hundred colleges and universities accept our certificates; we had nearly seven hundred students last year in the San Francisco Association schools; call or send for catalogue. Young Men's Christian Association, Mason and Ellis streets. H. J. McCoy, general secretary; E. E. Esdon, acting educational director.

Three Great Meetings Planned

Northern California Teachers' Association

President J. D. Sweeny, of Stirling, Cal., is arranging a most excellent program for the meeting to be held at Red Bluff, November 1, 2 and 3. Miss Lynch and a committee of citizens will arrange for the entertainment of visitors. The meeting promises to be a great success.

The California Teachers' Association

President James A. Barr is doing heroic services for the meeting at Berkeley, December 26 to 29. He has secured such notable speakers as Hon. L. C. Harvey, Dr. James, of Harvard, editor A. E. Winship, and others. The Farmers' Institute, the most notable gathering of the industrial men of the State, will join with the meeting. The California Literary Association will hold a joint meeting.

The great Educational Exhibit of St. Louis and Portland will be at Berkeley to add attractiveness and value to the meeting.

Ten counties have signified their intention to hold joint institutes at Berkeley.

The mark for interest is 100—the mark for attendance 3,000.

Everybody interested in education should not only lend, but give aid to this great meeting.

The Southern California Teachers' Association

President J. D. Graham, of Pasadena, and his executive board, are working hard to eclipse all former meetings of the S. C. T. A. at Los Angeles, December 21, 22 and 23. Hon. L. C. Harvey and A. E. Winship are among the notable speakers.

* * *

FOUNDER'S DAY

was observed at the California School of Mechanical Arts, Thursday, September 21, 1905, the anniversary of the day on which James Lick executed his deed of trust conveying a large amount of property for various purposes of public benefit, of which this school was one. The students and officers of the school participated in the morning exercises. From one to four P. M. the school was open to the public.

* * *

Be positive, not negative; be firm, but do not scold. Love is not gush and truth is never foolish: let, then, love thoughts take the place of

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hate thoughts, and the truth drive away foolishness. Talk health. Talking sickness is not sympathy; the one who tells you all his troubles becomes one of yours. It is better to say "cheer up" than "poor fellow." To build is wise; a fool can tear down. Criticism is tearing down.

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* * *

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* * *

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The Western Journal of Education

November, 1905

CONTENTS

PAGE

EDITORIAL		795
Two German Views of the Failure of Present-Day Education—The Composition of the Last University Summer Session—On Teaching Reading—Some State Improvements—The Next Meeting of the N. E. A.—Declaration of Principles by the N. E. A.		
PROGRESS IN AGRICULTURAL EDUCATION		804
Movement to Introduce Agriculture Into the Rural Schools—Obstacles to the General Introduction of Agriculture Into the Rural Schools—A Reasonable Program for Agricultural Teaching in the Rural Common Schools—Elementary Agriculture.		
FREEDOM IN EDUCATION.	<i>Charles M. Perry</i>	812
SCHOOLS AT HOME AND ABROAD.	<i>James H. Van Sickle</i>	818
MISTAKES IN ENGLISH WHICH HIGH SCHOOL STUDENTS MAKE.	<i>Geo. A. Smithson</i>	824
TEACHERS' UNION IN "EGYPT"	<i>S. T. Robinson</i>	826
How the Teachers of Saline County Solved the Salary Question.		
ARE YOU EDUCATED?		830
THIS REPUBLIC		830
LATE TEACHERS' READING COURSE.	<i>Kate Ames</i>	831
I. Pedagogical—II. English—III. History.		
BOOKS AND MAGAZINES		835
President James on the Function and the Future of the State University—Emerson on Education—Birmingham and Berlin* A Contrast in Elementary Education—Make Everything Better—The Kind of Education English Trade Unions Want—A Study in Wages.		
WESTERN SCHOOL NEWS		846
Notes—Institutes.		

THE WESTERN JOURNAL OF EDUCATION

711 MISSION ST., SAN FRANCISCO

PUBLISHERS' NOTICE

THE WESTERN JOURNAL OF EDUCATION

is the Official Organ of the Department of Public Instruction of the
State of California

PUBLISHED MONTHLY

Entered at the San Francisco Postoffice as Mail Matter of the Second Class
Established 1895.

HARR WAGNER, Managing Editor.

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The Western Journal of Education

NOVEMBER, 1905

EDITORIAL

To find an education that will educate seems to be the most pressing of pedagogical problems in all parts of the thinking world at present. The solid and highly perfected disciplines of the past have been proven to have a very imperfect claim, indeed, upon our confidence. The psychologists in giving up the faculty psychology have at the same time given up the dogma of formal discipline, which is very much the same thing as giving up the study of Latin, Greek, Mathematics, and formal Science except for their practical uses. Regret it as we may, the traditional course is falling into disrepute, discontent is growing, and reconstructions are imperatively demanded. It will not do for the educational conservatives among us to point to Germany as a sufficient proof that the older is the better way. Germany seems to be as much bent upon educational reform as we are and as thoroughly dissatisfied as she can well be with her present scheme of studies and school work. "The ancient literature," said Virchow at the Berlin Conference, "served more to show the sources of prejudice than the sources of knowledge. * * All of our American and Japanese scholars, a great part of the English, and a not inconsiderable portion of those from every conceivable nation, have no proper gymnasial training. The greater number of these young men without classical training devote themselves to their work with much greater earnestness and much more consecration than the majority of our gymnasial pu-

Two German Views of the Failure of Present-day Education

pils, especially in the earlier part of their courses. In our gymnasium a multitude of tasks are performed that have no visible effect. * * * I regret that I cannot bear my testimony to our having made progress in forming the character of pupils in our schools. When I look back over the forty years during which I have been professor and examiner—a period during which I have been brought in contact not only with physicians and scientific investigators, but also with many other types of men—I cannot say that we have made material advances in training up men with strength of character. On the contrary, I fear we are on a downward path. The number of ‘characters’ becomes smaller, and this is connected with the shrinkage in private and individual work done during a lad’s school-life. For it is only by means of independent work that the pupil learns to hold his own against external difficulties, and find his own strength, in his own nature, in his own being, the means of resisting such difficulties and of prevailing over them.” “Since the year 1870,” said the German Emperor, “the philologists as *beati possidentes* have sat in the gymnasium and have laid their chief emphasis upon the subject that was taught, upon learning and knowing, but not upon the formation of character and the actual needs of modern life. Less emphasis has been placed upon the *can* than the *ken*, as the demands of the examinations show they proceed on the axiom that, above all things, the scholar must know just as much as possible. Whether that is suitable for life or not is a secondary consideration. If one converses with one of these gentlemen, and seeks to explain to him that the young man must after all, to a certain extent, receive a practical preparation for life and its problems, the answer is ever that that is not the task of the schools. The chief object of the school is the gymnastics of the intellect. and if these gymnastics were properly pursued the young man would be in a position to accomplish with that training all the necessary tasks of life. I think that we cannot go on acting from that point of view any longer.”*

* Hughes, The Making of Citizens, A Study in Comparative Education.

There were seven hundred and ninety-five students enrolled in the last Summer Session at Berkeley. Three hundred and four of them were teachers; two hundred and eighty-eight were students, and two hundred and three were from miscellaneous occupations. Of this number Alameda County contributed three hundred and ten, San Francisco one hundred and two, and Los Angeles sixty-eight. Twenty-three States and two foreign countries were represented. Students came from as far East as New York and as far West as Japan. Twelve counties of California sent no students whatever. They were Alpine, Del Norte, Glenn, Lassen, Mariposa, Mono, Monterey, Placer, Plumas, San Benito, Sutter, and Trinity. Of the teachers who came, one hundred and seventy-seven were graduates of colleges, fifty-eight were graduates of State Normal Schools, and only sixty-nine were from schools of lower grade.

There is food for thought in these figures. There were 8,652 teachers employed in California in public, elementary and secondary schools during the year 1904. Of this number 3,006 were Normal School graduates and 923 had taken a university degree, leaving 4,723 who had not had the advantage of higher education. The work of the Summer Session was designed in part to meet the wants of teachers; courses of instruction were offered in practically every subject taught in the elementary and secondary schools, yet only 69 of the latter class and 58 of the Normal School graduates availed themselves of this opportunity to increase their efficiency, while 177 college graduates came back for post graduate study. It was said, a long time ago, that to him who hath shall be given, and from him who hath not shall be taken away even that which he hath. That is the process which seems to be going on among teachers everywhere. The better trained ones are always more eager than the others to improve their work. Most are content to stand still, that is in reality to deteriorate, for "unless a teacher continues to be a student, his efficiency begins to decrease after four or five years." It must be admitted that these figures are not quite conclusive, for they do not include the attendance at the Summer Normal School at San Jose, yet they are sufficiently complete to show an amazing

The Composition of the Last University Summer Session

indifference to things that are worth while on the part of the bulk of our public school teachers. If they consulted their own enjoyment, to say nothing of their own profit, they would plan to attend a summer school at least once in two or three years. It is a means to life that should not be neglected.

* * *

What is the most important duty of the teacher with regard to reading? Is it to teach his pupils how to read or to teach them to read? Perhaps 90 per cent. of the people of the United States know how to read, how many of them have been taught to read? How many of them have learned that reading is a tool whose aid they cannot well do without in any work which they may undertake? Fifty per cent. would be a very liberal estimate, perhaps, even as few as 20 per cent. of the graduates of the public schools have learned to read, not for amusement, not to fill an idle hour, but as an indispensable means to the accomplishment of whatever tasks they may set themselves. Yet the test of good language teaching is a body of young men and women who use good language, the test to be applied in the teaching of morals is the production of a company of men and women who act rightly, and the standard of success in teaching reading is the production of readers, not people who merely know *how* to read, but *to* read.

This is only applying the practical test to one more of the activities of the school-room. The test is a fair one. Education is of little value unless it gets itself used. We must learn how to teach reading in such a way that it will get itself used. That will not be easy. It will perhaps require us to give more attention to the problem of what to read than of how to read it. It will require us to see to it that our pupils form the habit of reading for information in supplementary books, encyclopedias, etc., in connection with their other studies, and far beyond the compass of their reading books. It is said of college students that the freshmen may know that there is such a place as a library, the sophomores sometimes consult a reference book in it, the juniors sometimes take out a book to read

overnight, and the seniors occasionally beg leave to retain one for a longer period. One might reasonably expect better results from so long a period of tuition. The fact seems to be that we cut reading off from its use and teach it as a useless and meaningless thing, a means disconnected from its end. Our pupils do not know what it is for or what to do with it because they have not been habituated to use and rely upon it. We ought to be able to get better results. Again, is reading aloud as important as reading to get the thought of what is read for oneself? People are but seldom called upon to read aloud, the chief use of reading to an adult consists in getting the thought of what is read for himself rather than conveying it to others. Should not oral reading and silent thought reading receive something like the same relative attention in the school that they demand in the world? Do we not give more attention to oral reading than the claims of reading for thought should permit? Perhaps more attention should be given to both, certainly much more attention should be given to the latter kind.

* * *

California is taking better care of its children now than it has ever done before. This important result is due to three separate agencies, the compulsory education law which a number of communities are endeavoring to enforce, the child labor law and the Juvenile Court. Labor Commissioner Stafford reports that the child labor law has had a very wholesome effect upon school attendance, as well as upon the attitude of many children toward the work of the school. He quotes the testimony of several teachers to the effect that whereas, before the passing of the act many children were late in their attendance at the opening of the term, and were in many cases unable to write because of lacerated hands owing to working in the canneries, and besides were uncontrollable and troublesome because of bad associations, a most noteworthy improvement in every respect is now shown. The percentage of attendance has risen greatly, the children are normally amenable, punishments have decreased and there is no evidence to show that the

**Some State
Improve-
ments**

parents, even the poorest, have suffered any kind of deprivation through the loss of the children's wages.

This is a remarkable verification of the prediction made by the proponents of the child labor law. It has justified its existence already, and must henceforth be regarded as a permanent feature of our wellbeing.

The Juvenile Court is one of our most important institutions, useful beyond any other yet devised for protecting uncared-for children. It is an American invention only six years old, but it was one of the chief subjects considered by the International Prison Congress at Buda-pesth last summer and bids fair to be as generally employed in Europe as it now is in the cities of the United States. It is firmly established in California, and through it public interest in the welfare of neglected children has become much keener than it once was.

* * *

Last week California entertained two distinguished visitors in the person of President Schaeffer and Vice-President Wilkerson of the National Educational Association. They came to discover what claims San Francisco has upon the next meeting of the N. E. A. and to find out what accommodations and inducements are offered in the invitation to its members to come West next year. They were appropriately wined and dined, were shown the chief attractions of the State and were made fully familiar with our spirit of hospitality and San Francisco's equipment for entertaining an army as large even as the gathering of the National Educational Association is. Their final decision as to the place where the next meeting will be held will not be announced for some weeks yet, but there is very little reason to doubt that San Francisco will be the place. It means something to the teachers of the Nation to gather on the Pacific Coast. The distance is long, the desert is hot, and the trip is trying, but there is no better way of learning the true size and character of our country, than by taking it. Years of reading and study will not impart as adequate conceptions of the

**The Next
Meeting of
the N. E. A.**

real being of our nation as it affords. In addition, we promise the teachers of the East the best of treatment when they get here. The relationship is a two-sided one. The coming of this company of educational workers stimulates public interest in education. The State which entertains them is sure to profit educationally by their presence. They help its teachers, stir up its citizens and improve its schools. California has extended a cordial invitation to them, if they decide to accept it nothing will be left undone to make their stay both pleasant and profitable to them.

* * *

1. The Bureau of Education continues to render invaluable service to the nation. It is the judgment of the association that the powers of the Bureau should be enlarged and that liberal appropriations should be made to it by Congress in order to enable it to widen its usefulness.

**Declaration
of Principles
by the
N. E. A.**

2. The National Educational Association notes with approval that the qualifications demanded of teachers in the public schools, and especially in city public schools, are increasing annually, and particularly that in many localities special preparation is demanded of teachers. The idea that any one with a fair education can teach school is gradually giving way to the correct notion that teachers must make special preparation for the vocation of teaching. The higher standard demanded of teachers must lead logically to higher salaries for teachers and constant efforts should be made by all persons interested in education to secure for teachers adequate compensation for their work.

3. The rapid establishment of township or rural high schools is one of the most gratifying evidences of the progress of education. We believe that this movement should be encouraged until the children of rural communities enjoy the benefits of public education to an extent approximating as nearly as practicable the education furnished in urban communities.

4. The association heartily approves of the efforts now being made to determine the proper place of industrial education in the

public schools. We believe that the time is rapidly approaching when industrial education should be introduced into all schools and should be made to harmonize with the occupations of the community. These courses when introduced should include instruction in agriculture as well as manual training, etc. Wherever the conditions justify their establishments, schools that show the application of the branches of knowledge to practical life should be established.

5. The N. E. A. strongly recommends the increasing utilization of urban school buildings for free vacation schools, and for free evening schools and lecture courses for adults, and for children who have been obliged to leave the day school prematurely.

6. It is the duty of the State to provide for the education of every child within its borders and to see that all children obtain the rudiments of an education. The constitutional provision that all persons must contribute to the support of the public schools logically carries with it the implied provision that no persons should be permitted to defeat the purposes of the public school law by forcing their children, at an early age, to become bread winners.

7. The National Government should provide schools for the children of all persons living in territory under the immediate control of the Government. The attention of Congress is specially directed to the need of adequate legislation to provide schools for the children of citizens of the United States living on naval reservations.

8. The N. E. A. regrets the revival, in some quarters, of the idea that the common school is a place for teaching nothing but reading, spelling, writing, and ciphering, and takes this occasion to declare that the ultimate object of popular education is to teach the children how to live righteously, healthily, and happily, and that to accomplish this object it is essential that every school inculcate the love of truth, justice, purity, and beauty through the study of biography, history, ethics, natural history, music, drawing, and manual arts.

9. The National Educational Association wishes to record its approval of the increasing appreciation among educators of the

fact that the building of character is the real aim of the schools and the ultimate reason for the expenditure of millions for their maintenance. There is in the minds of the children and youth of today a tendency toward a disregard for constituted authority; a lack of respect for age and superior wisdom; a weak appreciation of the demands of duty; a disposition to follow pleasure and interest rather than obligation and order. This condition demands the earnest thought and action of our leaders of opinion, and places important obligations upon school authorities.

10. The National Educational Association wishes to congratulate the secondary schools and colleges of the country that are making the effort to remove the taint of professionalism that has crept into students sports. This taint can be removed only by forcing students, alumni, and school faculties to recognize that inter-school games should be played for sportsmanship and not merely for victory.

11. The National Educational Association observes with great satisfaction the tendency of cities and towns to replace large school committees or boards which have exercised through sub-committees executive functions, by small boards which determine general policies, but entrust all executive functions to salaried experts.

12. Local taxation, supplemented by state taxation, presents the best means for the support of the public schools, and for securing that deep interest in them which is necessary to their greatest efficiency. State aid should be granted only as supplementary to local taxation, and not as a substitute for it.

13. We cannot too often repeat that close, intelligent, judicious supervision is necessary for all grades of schools.

14. A free democracy cannot long continue without the assistance of a system of state supported schools administered by the chosen agents of the people and responsible for its ideals, its conduct, and its results.

Progress in Agricultural Education *

Movement to Introduce Agriculture Into the Rural Schools.

More recently there has developed a movement to introduce the elements of agriculture into the rural schools. This movement has been largely an outgrowth of the nature-study movement which for a number of years has been encouraged by such agencies as the Cornell University Bureau of Nature Study and the agricultural colleges in a number of other States, as well as by many prominent educators connected with other kinds of schools and colleges. Then came the school-garden movement, and in this as in the nature-study movement the city schools have led those in the country, partly because the children in the city schools have taken a greater interest in such work on account of its novelty to them, and partly because the city schools through better organization and equipment and special teachers have been able to make experiments of this kind more readily than the rural schools. In these experiments, as might have been expected, mistakes were made. Nature study, according to some of its advocates, was to be elementary science, with a long list of scientific names, with classifications based on stipules, scales, and caudal appendages, and with a "why" for everything. It involved such a universal knowledge of science that teachers were appalled at the prospect of having to prepare for the innovation. On the other hand, some of the advocates of nature study would have no formality, no classification, no plan—whatever came to hand was a subject for nature study. Facts were to be learned, not because of any bearing that they might have upon the symmetrical development of the children's faculties, but simply because they were interesting. There was no logical beginning to such study, no pedagogical sequence, no end. Fortunately there were other teachers and students of education who took neither of these extreme views, but who saw in nature study an opportunity to bring the children into more sympathetic and helpful relations with their natural environment, and at the same time increase their fund of useful knowledge. These teachers, when located in city schools, have brought to the consideration of their nature-study classes the trees, shrubs, flowers, and vines found around the city homes, in the parks, and in the lawns, and have studied the insects, birds, and other animal life of the city in relation to this plant life. In the country they have considered the plants, animals, birds, and insects which surround the farmer and aid or hinder him in his work, giving much attention to their economic importance and very little to

* From reprint of U. S. Department of Agriculture.

any marked peculiarities they might chance to possess. Such nature study forms an excellent basis for the subsequent study of more formal agriculture. It has been tried in both city and country schools, and has been found to furnish not only a means for arousing and sustaining the interest of the children, but also, through its economic limitations, an outline sufficiently definite to enable the teacher to know where to stop and yet sufficiently flexible to enable her to adapt it to local conditions.

Nature study such as this, having an agricultural trend, is about all that has been attempted in the way of teaching agriculture in the rural schools until quite recently. Within the past two or three years, however, State Superintendents of Public Instruction, the officers of some of the agricultural colleges, the National Educational Association, the American Civic Association, as well as a number of other organizations and numerous individuals in various official positions, have interested themselves in the introduction of elementary agriculture and gardening in the rural schools. The National Educational Association now has a special committee of educators of national repute considering this subject. The American Civic Association has one department devoted to children's gardens and another to rural improvement. Last June, in Chicago, an organization known as the American League of Industrial Education was organized to "conduct an educational campaign for an industrial public school system which should include the teaching of domestic science, and both agricultural and manual training in all public schools; * * * to promote the establishment of school gardens in connection with all public schools, where every child would be taught to be a lover of nature and of the country, and trained toward the land as a source of livelihood rather than away from it; * * * to advocate the establishment of public manual training school farms in every county in the United States, and of as many manual training farms in the vicinity of all cities by State, municipal, and national governments, as may be necessary to give to every boy the opportunity to learn how to earn his living by his labor and to till the soil for a livelihood and get his living from the land."

Some of the State school authorities, officers in agricultural colleges, and county superintendents of schools have prepared outlined courses in agriculture which have exerted a strong influence toward the teaching of agriculture in the rural schools. Such courses have been prepared, for example, in Missouri, Illinois, and Indiana, and for a group of schools under one superintendent in Durham, N. H., and vicinity.

The Illinois course in agriculture was prepared by the dean of the college of agriculture, and gives the following reasons for teaching agriculture in the public schools:

"(1) To cultivate an interest in and instill a love and respect for land and the occupation of agriculture.

"(2) To create a regard for industry in general and an appreciation of the material side of the affairs of a highly civilized people.

"(3) To cultivate the active and creative instincts as distinct from the reflective and receptive that are otherwise almost exclusively exercised in our schools.

"(4) To give practice in failure and success, thus putting to the test early in life the ability to do a definite thing.

"(5) To train the student in ways and methods of acquiring information for himself and incidentally to acquaint him with the manner in which information is originally acquired and the world's stock of knowledge has been accumulated.

"(6) To connect the school with real life and make the value and need of schooling the more apparent.

"(7) As an avenue of communication between the pupil and the teacher, it being a field in which the pupil will likely have a larger bulk of information than the teacher, but in which the training of the teacher can help to more exact knowledge."

The course is arranged by months and gives suggestions for a large number of experiments and observations bearing on all the divisions of agriculture. Considerable reading along agricultural lines is suggested, as well as drawing, composition, and other work intended to correlate agriculture with other school work. All technical words likely to be used frequently in this connection are defined.

Obstacles to the General Introduction of Agriculture Into the Rural Schools.

There are many things which have a tendency to hinder the rapid progress of this movement. One of these is the conservatism or apathy of school officers. This applies not only to local officers, but also to State Superintendents of Public Instruction, County Superintendents of Schools, and the officers of agricultural colleges in many of the States. Some of these officers doubt the possibility or wisdom of teaching agriculture in the common schools on account of the lack of text-books, or the lack of trained teachers, or for some other reason. It is, however, a notable fact that in the States where such officials are co-operating actively and earnestly in conducting a lively campaign along these lines, agriculture is actually being taught with considerable success, and teachers who feel that they are unprepared in this branch are flocking

to summer schools where they can make the necessary preparation.

Another difficulty is that the teachers in rural districts are mostly women with little or no normal training, either in the ordinary branches taught in the common schools or in special subjects. There is no teaching profession in the rural schools. The salaries are so low that they do not attract those who have prepared themselves for the profession of teaching. As a consequence, most of the teachers found in rural schools are beginners or those who have not been sufficiently successful to be called to positions offering a higher salary. Most of the men who are teaching in the country are doing so merely for the purpose of raising money to go away to school or to go into business.

These conditions result in a rapid shifting of teachers from school to school, which is another serious drawback to progress of any kind. Again, the terms of school are too short. When a child can go to school only four or five months in the year there is little time in the few years that he is in school for the study of other subjects than reading, writing, arithmetic, geography, and history. Before much progress can be made in the introduction of agriculture into the rural schools much must be done for the general improvement of those schools. This improvement will be brought about partly by remedying the conditions already mentioned in the school districts as they are now organized, and partly through the consolidation of small districts and the organization of centralized schools, including rural high schools where village high schools are not readily available for those who can go beyond the grammar grades. The practice of consolidating schools has already been resorted to in California, Colorado, Connecticut, Florida, Georgia, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, Washington, and Wisconsin. Notable movements toward the consolidation of schools have recently been inaugurated in Louisiana, Missouri, and North Carolina. While this movement toward consolidation has spread to all parts of the country, there are relatively few localities in any State in which the system has been adopted and brought into working order. Hence the full effect of this important change in school policy has not been felt, even in the States where consolidation is a feature.

In the localities where consolidation has been thoroughly tried, however, it has usually met with general approval. It has enabled the school officers to grade the schools more effectually, thereby opening the way to greatly enriched courses of study; to lengthen the term of school; to employ better teachers at higher salaries and keep them for a number of years, and to employ several teachers

instead of one, each to give instruction in only a few subjects or to only two or three grades, thereby opening the way to the more continuous and profitable employment of the pupils' time. It is notorious that in the ordinary country school where the teacher has from 25 to 30 recitations in a day and can not personally direct the study of the children, the latter waste fully half of their time in idleness or mischief-making. This and many other defects of the rural common school are remedied by consolidation, and the transportation of pupils from distant parts of the district at public expense is accomplished at no additional expense per unit of attendance. The Commissioner of Education in his annual report for 1903 says: "The possibilities of consolidation in the way of furnishing better and cheaper schools have been fully demonstrated, and such being the case its general adoption would seem to be only a question of time."

While consolidation opens the way for the more general introduction of courses in agriculture in the rural schools, it does not help supply the demand for teachers competent to give such special instruction. This can only be done by a more general and concerted effort on the part of the agricultural colleges and schools and the State normal schools, at present through the introduction of short and special courses in agriculture for teachers and later through regular normal courses in agriculture.

Discussing the second co-ordinate group, the biological, Doctor Harris argues that it should include "whatever is organic in nature—especially studies relating to the plant and the animal—the growth of material for food and clothing, and in a large measure for means of transportation and culture. This study of the organic phase of nature forms a great portion of the branch of study known as geography in the elementary school."

While it is probably true that eight years ago, when this was written, geography as taught in the primary grades of the best city schools included all the studies relating to the plant and the animal that were at that time considered necessary, it is also true that at the present time much of this study is introduced under the term "nature study," and the child's knowledge of the phenomena of plant and animal life is much clearer and more definite by reason of the concrete methods employed in nature study.

In the average village and rural school nothing approaching adequate instruction in the biological group of studies has ever been given. Geography, as far as taught in the primary grades, has consisted almost entirely of text-book work and has had in it very little that is concrete or that touches the experience of the child. Nature study, on the other hand, begins with the concrete—with the organic life of the school yard, the garden, and the farm. It has

therefore a very definite and useful place to fill among the culture studies, particularly the biological studies of the primary grades. Elementary nature study, together with an informal study of local geography, might well supersede the formal study of geography during the first three or four years. This should be followed by more formal geography and nature study, the latter to be superseded by the elements of agriculture when the child is eleven or twelve years old.

Agriculture should not be confused with manual training as taught in the city schools. Manual training "relates to the transformation of materials, such as wood or stone or other minerals, into structures for human use," and draws more from the mathematical group of studies than from the biological. Agriculture, on the other hand, is confined mainly to things biological. Its purpose in the common schools is to awaken an interest in the work and life of the farm, show the progress being made in the improvement of farming, indicate the rational and scientific basis of modern agriculture, and give the pupil an outlook toward the work of the experiment stations, agricultural schools and colleges, and other agencies for his future education or assistance in his life work.

The motive for teaching agriculture in the rural school may, however, to a considerable extent, be the same as that for manual training in the city school—namely, to bring the child into direct and sympathetic relations with the industrial life of the community in which he lives. Undoubtedly, manual training in the city school has an outlook toward the shop, factory, and kitchen, and in the same way agriculture in the rural school should be directly related to the practical work of the farm.

A Reasonable Program for Agricultural Teaching in the Rural Common Schools.

Whenever it is proposed to introduce the teaching of agriculture into the rural common schools the objection is at once raised that the curriculum is already crowded; there is no time for more. This is true. There is no time for more, but there is time for better. It would be undesirable and unwise to do away with any of the studies now regularly taught in the common schools, but it would be wise to make a more judicious selection of the topics to be included in the courses in the various branches and omit much which now occupies the time of the pupils, but which is not likely ever to be of use to them. Prof. Frank M. McMurray, of the Teachers' College of Columbia University, in a recent article discussing Advisable Omissions from the Elementary Curriculum and the basis for them, says: "Life is too full of large specific ends to be attained to allow time

for work that has no really tangible object." As a basis for the rejection of subject-matter from school courses he holds to the following propositions:

"(1) Whatever can not be shown to have a plain relation to some real need of life, whether it be aesthetic, ethical, or utilitarian in the narrower sense, must be dropped.

"(2) Whatever is not reasonably within the child's comprehension, likewise.

"(3) Whatever is unlikely to appeal to his interest; unless it is positively demanded for the first very weighty reason.

"(4) Whatever topics and details are so isolated or irrelevant that they fail to be a part of any series or chain of ideas, and therefore fail to be necessary for the appreciation of any large point. This standard, however, not to apply to the three R's and spelling."

He does not favor the entire omission of any subject now taught in the elementary schools, but does recommend the omission of particular topics and details. Omission, however, is not the only remedy that he suggests for the crowded condition of the elementary school curriculum. In the last paragraph of this article he says:

"In conclusion, although some large topics should be omitted, reform in the main is not to be effected by lopping off here and there, but by changing the present aggregation of ideas in each study to an organized body of thought. It is not the task of grade teachers nor of scientists, but of the most advanced and ablest students of education, who are as well posted in subject-matter as in the principles of education itself. Even these have more than a life problem in such a task."

It is along lines such as these that the curriculum of the rural schools may be so far improved that there will be ample space for the teaching of agriculture in an effective way. Just as the courses in the city schools have been improved and enriched by the introduction of manual training, so the teaching of agriculture in the rural schools, when once parents and teachers are convinced of its importance and benefits, will be found to be both practicable and advantageous.

In a rural school having a curriculum extending over about eight years the courses in nature study might follow in a general way the brief outlines given below. In these outlines it is assumed that the nature study courses will extend over about six years, and be followed by a course in agriculture extending over two years.

Elementary Agriculture

The course in elementary agriculture may be given most appropriately during the last two years in the rural common school. The time to be devoted to this course will necessarily vary in different schools, but it is believed that on the average not less than one hour per week during two years will be required to make the course effective. A well-arranged and up-to-date text-book, with illustrations and suggestions for practical exercises, should be adopted as a basis for this study. A few such books already exist, and an increased demand would undoubtedly lead to the production of others and the still further improvement of books of this class. The text-book will in most cases be necessary as a more or less definite guide for the teacher, who will in all probability be without special training in agriculture. It will also be helpful to the pupils in giving a systematic view and in fixing definite knowledge of the subject, and to the parents in showing them what such instruction really involves and in creating an interest in the subject-matter of the books.

The instruction in the class room should be supplemented by simple experiments with soils, plants, and animals, both at school and at home. Every effort should be made to connect the instruction with the home life of the pupils. As an aid to the accomplishment of this aim the pupils should be taken on occasional Saturday excursions to neighboring farms to see improved live stock, examine plans of buildings, and take notes on methods of cropping and cultivating. Visits to county fairs, where arrangements could be made to allow the older pupils to judge some of the live stock, fruits, and grain, and compare their scores with the work of the judges, would be fine training for the classes in agriculture. This scheme has been tried with older students of agriculture and has met with thorough approval. The officers of the fairs could probably be induced to offer prizes for products grown by the pupils and for other agricultural work done by them, or special exhibits of their work could be made at farmers' institutes or other meetings attended by their parents. All these things would tend to create an interest in farm life, and would encourage parents to make the farm more attractive to the children.

The schoolrooms should be provided with illustrative material consisting of charts, pictures, collections of specimens (largely made by the pupils), and boxes, cans, plates, and other inexpensive material which can be used in making apparatus for conducting experiments. There should also be a school library containing at least a few standard reference books on the different divisions of agricul-

ture and the publications of the State experiment stations and the United States Department of Agriculture.

The text-book of agriculture should give an orderly and progressive treatment of the elements of plant production, animal production, and dairying, together with brief and very elementary discussions of a few topics in rural engineering and rural economics.

* * *

Freedom in Education

In a modern novel one of the characters observes that a young actress who figures in it declaims and flounders with no conception of the unity of her part. In spite of all their professional literature, many teachers are found in the same condition. They cut and try with a notion of only particular values at most. They enrich the studies or make them disciplinary or adopt the elective system or insist upon music or physical culture or manual training. Some would add social advantages and all feel vaguely that the morals of the pupils should not be neglected. But the underlying harmony that should throw these phases of the work into perspective, guard us against reactionary restrictions or fanatical excesses, and make selecting and organizing a source of delight, is lacking.

This harmony must be found, of course, in the object of education. Making the individual a cog in the social, industrial, or political machinery should be abandoned as an immediate aim. Training him to earn a living is not worthy to be a primary object. We must look within the child for the justification of our work. The thing most desirable to be created and fostered in him is personality. This results from freedom. Freedom depends on the power of ideating and idealizing and on the co-ordination of the whole being. We are to take this fickle, weak-jointed young animal and teach it to see farther than the immediate possession of a red ball, help it set up habits, and gain fine, sure control of its members. We are to make a mass of tissue into a person. This furnishes the vital unity for our systems.

Speaking objectively, our impression of personality in a man arises from our sense of his not always responding immediately to stimuli. He is not subject to the tyranny of the senses. We feel that there is government within him. The point may be challenged that this government depends on the power to think, but temperament being the same, the larger the experience the grater the body

of thought, and the more perfectly correlated its parts, the more likely is a sensation to be classified in its relation to remoter subjects and the instinctive action consequently inhibited or controlled. As a result of thinking we have a line of conduct in the place of spasmodic or erratic activity. And our impression of personality is enhanced greatly if correct bodily habit frees the mind from attention to mechanical details and the members oppose no weakness or mutiny to the behests of the will. When a man possesses these attributes "the animals follow him."

But the richest fruits of personality are subjective. Here also we are conscious that it results from freedom. There is the sense of freely origination and executing. The oppressive feeling of compulsion destroys this. One holds his work in the hollow of his hand and delights in its unity. This depends upon the higher powers of the imagination. Then, also, there is the exquisite pleasure of bodily expression. When personality is perfectly realized there is freedom from pain, freedom from nervous constraint—physical poise. The soul feels just free to disport itself.

This is our model. Why not arbitrarily fashion the pupil after it—give him his thought content, mark the right tracks of association, and by a rigid system of physical training co-ordinate the body for his use? The objection is that he would remain external to such a structure and drag it after him as a dead weight. We must get him inside of his character. The faculty of assimilating and organizing must be aroused and cultivated. It must spring from small beginnings. Implant a real interest, however insignificant, and you have made a start. Ideas cluster about it in organic relations. The enjoyment of it begets confidence and opens a susceptibility to new interests. The exercise brings power. If we are to produce the free individual we must develop the child in freedom. Even the mental and bodily habits necessary to his emancipation may be acquired with a sense of pleasure. Interest, participation on the pupil's part, is the key to the situation.

Moral training is entitled to the first place in our scheme. Many of us have heard instructors salve their consciences by occasionally impressing the idea that "final cause" is taught by the sciences. They imagined that it had some moral value. The facts of the sciences are often used to symbolize moral principles. Precept is regularly resorted to in the form of formal Bible readings. But these things are fragmentary and external. They do not take a hold of the life. The teachings of physiology, ethics, and social and political science with a moral view has a greater claim to recognition, but only as these subjects in themselves or as parts of some larger interest claim the pupil's attention are they valuable. A

knowledge of principles alone is a dead thing. Some claim that a subject that does not arouse interest may be disciplinary and thus justify its position in the school. If you do not like Greek, take Greek. Very well, if in the mastery of such a subject you see an object to be attained outside of it and set the task yourself for yourself. But we are setting the tasks for others who do not share in our motives. If interest is not aroused, the pupil is doomed to dull-brained slavery. When he does not see why he should do a thing the line between right and wrong becomes dangerously obscure. When his respect for a subject wanes his morals are threatened. Dr. Franklin once said, in effect, that the slave is naturally a thief. Environment and example are credited generally with moral value, but taken alone their effect would not be permanent. The problem is still before us.

Freedom is itself the culmination of morality. A knowledge of the effects of narcotics usually has no influence over a boy's actions, while a live interest in physiology as a subject may cause him to forego pleasures to perform experiments after school hours. The interest forms a unity in the content of his mind and excludes various appeals to his attention which do not harmonize with it. He is becoming far-sighted. He is becoming moral and free. Another factor should be mentioned. With greater unity in a man's thinking comes a larger conception of his social self. He views himself objectively. Self-respect is introduced. He cannot steal a bone and sneak along the back fence with any high degree of satisfaction. Moral training cannot be separated from the method which we have adopted.

A country offering the greatest range of resources and the most liberal institutions affords the best opportunity for the development of the diverse talents of a people. So a school should offer as wide a variety of subjects as it can teach well. There should be a high degree of freedom in determining what work the pupil is to do. The subjects should be adapted to his age and attainments; they should be rich to arouse his interest and the requirements should not be such as to preclude ripe, generous teaching. Those activities that consign lower movements and operations to habit and that give bodily responsiveness, sure expression, social poise, should be within the province of the school.

To supply a diversity of soil the school should offer the various forms of manual training as well as a wide range of traditional subjects. Then the elective system should prevail, especially in secondary school and college work. Many boys could be held in school longer if the teacher could encourage suitable activities. Many pu-

pils work blindly and slavishly with constant humiliation cramped within the confines of the prescribed subjects. What a delight it would afford a teacher to pull off their shoes and let them play in the mud. The purpose is not to secure a superficial choice of subject to the pupil. The purpose is to enable the teacher to study the aptitude of the boy or girl and then solicit interest in such subjects as will afford freedom in the work itself.

Having a wide range of studies and a high degree of freedom in choosing from among them we want the subjects to be adapted to the pupil's advancement, rich in matter, and free from embarrassing requirements. The methods to be suggested here are commonplace, but will be mentioned to show their harmony with the ideal of teaching which we have set up for ourselves. Take the subject of Latin. Attention can be given to the language itself with its most fruitful implications, and to the method of attack upon the sentences. We all know how much can be made of the subject matter, the story involved. Then there are the suggestions for reference, as to art, philology, and history. The difficulty comes, however, in the length of the requirement. The third and fourth year work has been brought within reasonable limits, but that of the second year is still too heavy. Four books in Caesar, one oration in Cicero or an equivalent, and forty lessons in prose is excessive, as long as tradition and the limitations of the schools throw many pupils into Latin for two years who never ought to think of it. In every class there are some so oppressed by the sense of requirement that they do not think to put two and two together and make a provisional guess until they get more evidence and so harried that they dare not trust their memories. They thumb their vocabularies for every word and then brood until some chance combination helps them out. This is abject slavery. It crushes all love of the work and all organizing power, and threatens the self-respect. It is dangerous. Compare it with the picture which Justin McCarthy gives us of his school days under his old classical teacher in Cork. They read outside classics just for the fun of the thing and each reported on them in class on his honor. What we want in Latin work is a chance to live in it.

History in secondary schools has its problems. Should the textbook contain everything that a pupil should know to be well informed on the subject? There is one excellent English history, as far as style is concerned, written for use in English school, but well known in this country, which meets this requirement. The possession of such a characteristic should not be the criterion. Such a text, however well written, assumes that the mental content is a

rigid thing, like a house to be built after a design. The book is to be transferred bodily into the pupil's brain. According to the true ideal, the book should contemplate growth by self activity. It should be short enough to permit outside references. It should bristle with suggestions. These should not be handled too bluntly by the teacher. The interest should be tactfully aroused and then an assignment made for reference.

A question arises as to how reference work should be given out. In most of our history texts we find at the ends of chapters references to chapters and pages in authorities, or to sources, for collateral reading on the period under discussion. If the teacher uses these aids unmodified or employs a similar method, the work is done in a dull, perfunctory way except by the pupil of strong imagination. This plan, also, is going on the assumption that the object of education is to put certain items of knowledge into the brain, ignoring the fact that the object is to arouse activity. The teacher should assign not pages and chapters, but the question or suggestion only and then not too arbitrarily. Then the pupil will of himself find a crude method of attack. His imagination will be stimulated and things will fall into relations. To many a pupil reading a chapter in Symond's *Renaissance in Italy*, even, would be drudgery, while an incorrect date in his text will set him digging on his own account. We should none of us enjoy sifting sand under compulsion, but suggest to us that there is a diamond in it and our interest would be aroused.

The use of map note books in history should not involve mere mechanical exercise or memory drill. The directions for filling out the maps furnish an opportunity for reference work. The boundary of a State at a given time, if any uncertainty is involved, supplies a definite appeal to interest. The maps after completion affords a basis for thought provoking questions.

Laboratory work is well adapted to realize our ideal. The directions should not presuppose too much knowledge or too much power to deal with complex problems or too high a mastery of technique; they should be intelligible and the time should be adequate. When a pupil gets confused over directions and then is swept off his feet, he comes to regard his results as mere chance, his respect for the subject is lost, and his self-respect with reference to that work is destroyed. But let the exercise be within his definite grasp, let there be sufficient time and a favorable atmosphere and we have conditions to excite interest and encourage constructive work. There is a chance for economy and efficiency in setting up the ap-

paratus and there is the sense of doing 'things and owning the product. This is one of the finest fields for the teacher.

We can see how any subject can be made to teem with suggestions. Interest follows some of these inevitably with most pupils and inner activity results. With this grows the power to organize. Larger interests come in to unify the thought content and will, as distinguished from impulse, is produced. The next thing to be considered is those activities which tend to free the will from details and give mastery over the mechanics of expression.

Nothing contributes more to the sense of freedom than a grasp of vocabulary and idiom. The high value of reading and refined conversation is apparent here. Next to this comes responsiveness of the vocal organs. They should be strong and resonant. It is a familiar expression that the songs of slavery are in a minor key. Correct enunciation in the linguistic studies is of prime importance. Vocal culture in singing or elocution takes a new dignity from its relation to conscious freedom. In addition, physical tone must be aimed at for sure expression.

Social training stands in a new light. The person whose reserve keeps him from just living his life right out is not free. He is not free whom has to give conscious attention to social formalities. These actions should be reduced to habit. Then the mind can pursue its own ends. Otherwise social poise can scarcely result. The school is incomplete that ignores this side of a pupil's life.

Athletics contribute to expression and give a chance for unrestrained living. The school should embrace athletics within its scope. They should be distinct from physical training in its narrower sense and general participation should be aimed at.

This article started out to lay down a broad principle to guide us in determining what ought to constitute a school and what its inner workings should be. The object of education was naturally involved. With Kant and Fichte we agree that the individual is an end in himself and never a means. So we look to the individual for our object. The most cherished thing about him is personality. That springs from government within. This government depends on the power to think. The facility with which it acts is increased by a mind and body automatic on the lower planes and highly responsive to the will above those planes. The business of our schools, then, is to fix habits to arouse free activity, to cultivate expression—to make the whole person organic. The old education sought external, mechanical products like Egyptian wall-paintings. The new education seeks inner and spiritual results.

CHARLES M. PERRY.

Schools at Home and Abroad

By JAMES H. VAN SICKLE, Superintendent of Schools
of Baltimore City.

[The Maryland Educational Journal.]

Henry Ward Beecher once said: "No pains are spared in Europe to educate princes and nobles who are to govern; no expense is counted too great to prepare the governing classes for their function. America has her governing class, too; and that governing class is the whole people."

One who is imbued with the spirit that governs American educational policy, the keynote of which is "Equal opportunity for all," is apt, in studying European schools, to value them in the light of the home ideal. On reflection this is seen to be unfair or, at least, an unprofitable attitude if one wishes really to understand what the schools of a country mean to the country in which they exist. Their organization and management and the teaching observed in them must be thought of in connection with the special social purpose they are intended to serve. In most foreign countries this purpose is so different from the one we are accustomed to that any question of the superiority of our schools to theirs or the superiority of theirs to ours has no meaning as a question by itself. It cannot be answered. American schools are good for America and no one can doubt that German schools well serve the purposes of the State that created them.

America wishes to develop to his highest capacity every individual. If he has qualities for leadership both individual need and social good are met in the fullest opportunity for its discovery and cultivation. The conscious aim with us is the cultivation of power of independent thought and work. We value individual initiative above submissiveness.

Upon visiting the common schools of Germany, Denmark and France, one is at once impressed with the fact that the organization of the schools represents an intentional social stratification. These schools are evidently for the poor, for the lowest social class. Those who attend these schools are destined to be followers, not leaders. "They are predestined subordinates who may not aspire to any profession or public career whatever." The higher schools make no attempt to articulate with the common schools. The assumption is that the common school is the finishing school for those who attend it. We may quarrel with the plan, but these are State systems, and we can not deny that they serve the purpose of the

State. They convert one portion of the community into submissive followers and depend upon a smaller and more select portion to furnish the leaders. One can not help admiring the effectiveness of German government as exemplified in the cleanliness of German cities, in the self-restraint of the people and in the perfection with which details are looked after. The schools of a paternal government reflect the virtues and the weaknesses of such a government. The governing is so complete that individuality is squeezed out. The State is everything, the individual is nothing. The State as a measure of self-preservation and self-defense aims to make the common people intelligent and at the same time contented in their lowly station in life and I should judge that in this a good degree of success is attained.

To visitors from abroad the schools of a democratic community present a marked contrast to their own. A member of the Mosley Commission noted with surprise that in America "the free schools are largely used by all classes. The son of the wealthy man sits in the same class with the son of the laborer." In Washington, he says, "we saw the son of the President of the United States, two grandsons of the late President Garfield, and many children of members of Congress sitting and working in the same classes as the children of the coachmen, gardeners, laborers, etc. Not the slightest difference is observed in regard to these children; they mix in the classes and playgrounds on terms of perfect equality."

In Northern Germany, if one wishes to see a whole day's work in a school, he must be there at seven o'clock in the morning, a most inconvenient hour even in that latitude. All but the very youngest children are present and these, the six-year-olds, come at eight. The school day for all is much longer than it is with us. Even with the ten minute rest period at the close of each hour with a somewhat longer one at ten o'clock, when teachers and pupils eat a cold luncheon at they walk about, the morning session seems extreme in its length. In several cities, particularly in Bremen and Berlin, I made it a point to see the entire work of the day. One need lose no time in visiting, as the schools are in session six days with the industrial and trade schools open evenings and, in some cities, on Sundays. In comparing attainments of children of a given age in American schools with those of children of the same age in German schools, one must remember the longer school day and week common in Germany, as well as the shorter vacations there. Their seven-hour day is to be compared with our five-hour day; their six-day week with our five-day week; their long school year with our shorter one. Ours is probably too short, even with the excuse which our hotter summer affords.

My first impressions of German schools were obtained in the beautiful and scrupulously clean city of Bremen. Painstaking at-

tention to matters of detail is everywhere in evidence. The knapsack for school books which is a characteristic possession of every school child, suggests a care of school property that is sadly lacking in American free text-book communities.

It was nearly as easy to gain access to a school in Bremen as in America. One has only to present a certificate to the proper authority in each school building and all doors are open. This seems to be the case pretty generally except in Prussia. It is impossible to set foot in Prussian schools without a formal permit from the Ministerium specifying just which schools you may visit, though usually you may make the choice if you care to do so. It takes not less than ten days to get the permit. Application must be made through the American Ambassador.

In Bremen and elsewhere in Germany I was impressed by the large size of the classes in elementary schools, seventy being the official number and sixty to sixty-five being a common count of children actually in a room. Another noticeable thing is the great number of men engaged in teaching. Even in the primary classes men are quite commonly found doing work which with us is monopolized by women. Women have a natural right to monopoly in primary classes. In the higher classes the American practice is less defensible. In Germany 84 teachers of every 100 are men; in America it would be very nearly correct to say that 84 of every 100 are women. It is, however, rather a financial question with us than of settled educational policy. The proportion of women teachers is increasing in Germany.

Apparently without regard to the age of the children lesson periods are 50 minutes in length and the whole class plan is followed,—that is, the entire class, 60 children, are kept in the attitude of attention to the teacher during the entire hour, and hour after hour till the end of the session. There is no grouping for independent work and for lessening the tension of prolonged effort. It is fair to say, however, that in the primary grades the work was varied. Sometimes the lesson would include three different kinds of work. This was particularly true of the language periods. But to an American teacher the strain of attention involved in the one-class plan, combined with the long periods seems excessive and likely to be injurious. So highly trained and so skillful is the German teacher, however, that the impossible seems to be accomplished. The children give a degree of attention that seems marvelous under the circumstances.

That type of oral teaching that proceeds by question and answer seems to be universal and the German teacher shows a mastery in the sequential presentation of his subjects that calls forth admiration. He is a master of the method he believes in. The

teaching is all oral teaching, yet the German primary teacher never lectures. Hour after hour the teacher teaches and the children listen and answer his questions. Seldom indeed does one hear a child ask a question. The teacher's questioning is so close and logical, it cuts the topic up into such minute parts, that the question often so nearly suggests the answer that the child cannot possibly go astray. The children are most attentive and responsive, but they are carried along by the minute question method employed. They do not seem to me to be thrown upon their own resources enough to develop independent power.

A curious custom encouraged by the men teachers in classes of small boys in some Bremen schools—I did not observe it among the women teachers—was the deafening yell with which concert answers were given as a sort of summing up after a few individuals had given an answer. The youngsters seemed to be taking in their breath preparatory to "raising the roof" when opportunity should offer. I had never before seen this outlet for surplus energy utilized, and the effect never ceased to be startling.

Manual training, aside from drawing, seems not to be so common in Germany as I had supposed, and drawing has not generally received the attention which is given it in France and England, though a change is taking place in this respect. In Frankfurt, I saw some most interesting manual training done under unusually favorable circumstances. It was in a gymnasium of the "Reform" type known as the Model School. Three teachers of that school, university graduates, had been sent at the expense of the city to the Teachers' Seminary at Leipsiz to learn the system taught there by Director Pabst. One of these men has for his chief work Latin, another mathematics and the other science. The fact that they are superior teachers of the customary subjects gives their teaching of manual training a dignity that it can not have when taught by specialists less broadly educated. In this school and in two or three others that I visited, the regular work in gymnastics was similarly managed. University trained men were taking periods in the exercise hall just as regularly as in their special subjects. When the so-called special subjects are taught by the most highly educated men in the school, they have a worth in the eyes of the pupils which they can never attain when taught by people who can do nothing else.

I spent a week most profitably in Copenhagen. The schools there are largely of the German type—common or free schools for the poor and higher schools with varying rates of tuition for the social grades above. The secondary schools overlap the elementary schools. There is no thought of making progress from one to the other easy, and as a matter of fact, few children ever go from one

type of school to another. Here common school classes are much smaller than in Germany, but this benefit is secured by having one set of pupils come to school in the morning from 8 to 1 and another set in the afternoon from 1 to 6. The teacher's day is much longer than the pupil's day. The one-class plan with the hour period obtains as in Germany, but is less objectionable on account of the smaller size of the classes. In the higher schools of Copenhagen much attention is given to the teaching of English. It is one of the compulsory subjects. The direct method is pretty generally used. There is little stress on translation, but much on use of the language as a means of oral communication from the very first.

Cooking and laundry work are taught to all girls in the common schools and even in the most popular secondary schools for girls, household arts receive much attention and the study is required. Girls who study Greek and are going to the university do not think of being excused from a study which will fit them to manage well the households which it will be their responsibility later to direct. The Danish type of manual training for boys differs from the Swedish with which we are so familiar in America. The saw instead of the knife is the first tool used, and rough wood, just as it comes from the saw mill, is the first material. The boy who learns to saw to the line on rough wood has early learned the lesson of taking pains. One might expect that in countries in which the common schools are regarded as the schools of the poor, the authorities would provide unattractive and inexpensive school houses; but such is not the case. In architectural features, in apparatus and in modern conveniences of all kinds, the new elementary school buildings that I saw in Germany, Denmark, France and England will compare very favorably with our best. In some cities they provide much more fully than we do for illustration in geography and elementary science. In the new schools in Copenhagen there is a special room provided for nature study with seats arranged in a semi-circle and abundant storage room for specimens. The school garden is a regular feature of their work. Each building has its school bath in which a whole class may be seen at a time in most civilizing contact with soap and water. The evidences of poverty among the lower classes in Copenhagen are slightly more noticeable than in Germany. Here I first saw wooden shoes so generally used that practically every child in a four-story school building wore them. Although the staircases are of stone, the deafening noise at dismissals makes a distinct impression upon the visitor. During the winter months one warm meal is given to the children each day at public expense. This custom, so common in the large cities of the Continent, is really a burning question in London at the present time. In London those who have given most thought to the

subject hold that the danger of increasing pauperism by such charity is very great. The question seems likely to be settled, however, as it has been in Paris, Copenhagen and elsewhere, by feeding the hungry.

Here and there the visitor can detect signs of the appropriation of American ideas in European schools. One of the most popular of the higher schools in Copenhagen has been organized on co-educational lines—a plan quite unusual in the city though common in the country. The principal had spent a year in this country studying our system. In Manheim and in Frankfurt, I found classes of girls in higher schools which till recently had enrolled only boys. This condition has been brought about by the increasing desire of women to avail themselves of university training. It is cheaper to fit them for the university in existing schools than to organize new ones.

Along with co-education, American school desks have found their way into this Copenhagen school of which I have spoken. Much less can be said for the school furniture abroad than for the buildings. The seats as a rule are very plain and not conducive to comfort. In the newer schools the dual desk is provided, but in the older buildings you may often see benches built for three and sometimes for five children. When a child gets in he stays in till it is time to unpack.

In three months of school visiting I looked in vain for evidences of individual laboratory work in science in the higher schools. In Berlin I visited higher schools of every type. In the Oberrealschule, at least, one would expect the best possible facilities for science teaching, but everywhere the standard arrangement was a demonstration table for the teacher and raised benches for the pupils from which they observed the teacher's manipulation of apparatus. Nowhere till I reached Frankfurt did I see pupils working out their own experiments and there most unexpectedly I came again upon traces of American influence in that wealthiest center of conservative Germany. Here in the Reform Gymnasium of which I have already spoken I saw physical laboratories fitted up for individual work exactly like those in our best American high schools. The teacher of physics happened to be my guide as I was being shown about the building. It developed that he had had the planning of the laboratories. In answer to my question where he got the idea he said: "Oh, before I was employed in this school I had spent six years with Colonel Parker in the Chicago Normal School in America." This was Dr. Neumann, a graduate of a German University, trained in Germany as a teacher in the thorough German manner. Speaking of Colonel Parker's ideas on education he said: "I thought I knew something of pedagogy when I left the Uni-

versity, but I gladly exchanged my pedagogy for Colonel Parker's." This "Model School" of Frankfurt is one of the three Prussian gymnasias of the "Reform" type, and being much visited is one of the storm centers of educational thought; for in Germany as in America there is a vigorous conflict of educational ideas and change is in the air. The Kaiser is a very decided factor in the educational movements of the day.

* * *

Mistakes in English Which High School Students Make

My experience of two years as a reader in English at the University of California has brought home to me the fact that the students who come to college from the high schools of the State are not well prepared for their work in the university. The average freshman student in English at the University of California is deficient in one or more of three ways.

In the first place, he or she is either careless or ignorant of the simplest rules of English grammar. In the themes which are handed to me at the beginning of the term, a person usually *lays* down, rarely *lies*; he frequently walks *like a woman dances*; and he often *shall* or *will* do a thing indiscriminately. *Who* is far more common than *whom* in expressions like *whom did you give it to?* One young man wrote about the men *who we esteem* and objected to my correction on the ground that a pronoun in the objective case assumed the form of the nominative when it preceded the subject of the clause.

In the second place, all freshmen seem careless and most of them ignorant of the fundamental principles of punctuation. Of the first twenty papers handed in to me this term, eighteen had direct quotations; of the eighteen direct quotations, sixteen had mistakes in punctuation. Usually the commas were omitted, but in five the quotation marks were either left out altogether or used incorrectly. A paper which I can read through without putting at least one *p* in the margin for a glaring fault in punctuation is at times hard to find even to prove the rule.

In the third place, not more than one freshman out of twenty-five seems able to write a theme of a thousand words without errors in spelling. *Till*, *until*, *seize*, and *receive* are spelled correctly once in a while. There seems to be absolute indifference as to whether a word should end in *able*, *ible*, or *eble*, *ance*, *ince*, or *ence*. Some of the mistakes in spelling are very striking. Here are the

opening lines of one of the first themes of the term, the work of a recommended graduate of a California high school:

"Slowly the old mantle clock struck four, the stairs gave forth a faint creak, and the rusty hinges of the old farmhouse door groaned as a small, fat, freckled faced, barefoot Dutch boy stepped out into the morning breeze. An old broad brimed hat covered his sandy hair.——His heart throbbed with anxiety."

The first page contained eight misspelled words. One young lady wrote a very touching theme about a poor individual *outside the pail of humanity*. Another mentioned the *peal of a potatoe* and a dog which walked about the *isle* of a room. The word *their* occurred sixteen times in a rather good paper and each time it was spelled *thier*. When I corrected the writer, he looked at me with contempt and said, "You may think that's wrong, but I've always written it that way and it never struck anyone as wrong before."

Of the first forty papers which I corrected this term, twenty-five were free from errors in grammar, one was free from errors in punctuation, and two were free from errors in spelling.

In many cases this inability to use correct grammatical forms to punctuate properly, and to spell correctly is coupled with an absolute ignorance of the fundamental principles of written expression, of the primary requisites of the simplest narration, description, or exposition. When a student at a university writes this:

"Books may be divided into two kinds, good books and bad books, which i intend to take up in the folowing order bad books first and good books last with exampals of each one."—

and then takes up good books first and illustrates his remarks by his examples of bad books, we wonder how he ever got into college and see that it is best for him to get out as soon as possible.

But aside from grammar, punctuation, and spelling, the majority of freshmen are well prepared for their university work. In fact, some of the themes which were in other respects the best of those I read had fifteen or twenty mistakes in spelling.

Everyone will admit that this state of affairs shows something radically wrong. The main fault, I think, lies with the teachers in the secondary schools. In some cases the teachers are either incapable or dishonest in sending out students in no way prepared for their university work. In the majority of cases, however, it seems that the teachers regard the matter of grammar, punctuation, and spelling as outside the realm of the high school and neglect to give it constant attention throughout the high school course. As a remedy I would suggest for the secondary schools—

1st. An efficient and honest teaching force,

2nd. A common sense review of the fundamentals of grammar and punctuation and a daily written exercise in spelling for every

student throughout the four years of the high school course, and

3rd. Strict attention to matters of grammar, punctuation, and spelling in every written exercise in every subject. Something of this kind must be done, for the university cannot begin again the work of the primary school which has been allowed to fall away in the high school.

GEO. A. SMITHSON.

* * *

Teachers Union in "Egypt"

How the Teachers of Saline County Solved the Salary Question

BY S. T. ROBINSON.

Organizations for mutual protection are now common in all trades and professions where men and women labor for a fixed consideration. In fact, the only great army of wage earners, yet unorganized for this purpose, is the public school teachers of America. Some weak movements along this line have been started, but it remained for the teachers of Saline county to take the initiative in the present new movement and carry it to a successful termination. There was a logical beginning and a successful ending. The teachers of the State of Illinois should do homage to this iconoclastic body of workers, and cast their eyes in reverence toward this land of "Egypt." There was not a work that was to be accomplished in a day. It took a united effort of a determined body of teachers, who were thorough believers in the justice of their cause, and who would not listen to the threats and promises of the opposition. Of course there were a few who, as of old, became doubtful of their ability to win; forgot their pledges; and became worshipers of the "golden calf." This "golden calf" was devoutly worshiped by a few thirty dollar teachers who were offered forty dollars for teaching a fifty dollar school. But these were exceptions, and few, as but eight of the one hundred and forty teachers who joined the "union" taught for less than their school was listed—and in some cases but a few cents less on the month, just enough for the directors to say they had not paid the "scale." It was at the March meeting in 1904 that the following resolution was presented by one of the leading teachers in this movement for higher salaries.

Resolved, That no teacher of this county sign a contract for the ensuing year for teaching for other than the calendar month.

"That the president of this association shall appoint a committee of five members whose duty it shall be to ascertain from the

valuation of taxable property of each district in the county the price it can pay for teaching, furnish each teacher with a list of such prices, and from this list so furnished let the teacher select his school and price for teaching same."

The introduction of this resolution provoked a heated discussion, after the passage of which the president announced that he would appoint one member from each township to act on this committee. Some days after this meeting the president notified the members of their appointment and duties, and called a meeting for March 19th, at which time said committee met and fixed the following table as a basis for figuring the minimum price each district could pay their teacher:

For valuation of \$5,000 or less	\$25.00 per month
\$ 5,000 to \$ 6,000 valuation	\$27.00 per month
\$ 6,000 to \$ 7,000 valuation	\$30.00 per month
\$ 7,000 to \$ 8,000 valuation	\$32.00 per month
\$ 8,000 to \$ 9,000 valuation	\$35.00 per month
\$ 9,000 to \$10,000 valuation	\$37.50 per month
\$10,000 to \$11,000 valuation	\$40.00 per month
\$11,000 to \$12,000 valuation	\$42.50 per month
\$12,000 to \$13,000 valuation	\$45.00 per month
\$14,000 to \$16,000 valuation	\$47.50 per month
\$16,000 to \$18,000 valuation	\$50.00 per month
\$18,000 to \$20,000 valuation	\$52.50 per month
\$20,000 to \$22,000 valuation	\$55.00 per month
\$22,000 to \$24,000 valuation	\$57.50 per month
\$24,000 to \$26,000 valuation	\$60.00 per month
*over \$26,000 valuation	\$60.00 per month

From the foregoing table the committee made a list of the schools of the county and the salary each could pay and had it printed and mailed to each teacher of the county. According to the scale there is one school listed at \$25.00 and one at \$100.00, the latter having two teachers. This scale brings the average salary for men from \$34.77 (State Supt.'s report for 1902) to \$45.00, and that for women from \$28.87 to \$40.00, an average of more than \$10.00 per month for each school in the county. There are 126 teachers in Saline county and 86 school districts. There were 140 teachers who signed the pledge to demand the scale price for teaching, and we are sorry to say that eight of these taught for less. There were fourteen teachers in the county that would not sign the pledge; some of these taught for less than the scale price, yet received higher salaries than previously. At the date of this writing the county superintendent reports that no school has been contracted for less than the scale set by the teachers, and many are receiv-

* Provided there was but one teacher, but if more than one this table should be the basis for figuring the price for each teacher.

ing more. Directors are riding over the county hunting the best teachers for which they are willing to pay a high salary in many districts offering more than the "scale." While the directors throughout the county protested against paying a price fixed without their consent, yet in most cases there was no alternative, and the result is their schools were never better, and all concerned are interested as never before.

But all this was not accomplished without a struggle. The directors organized for the purpose of protecting their "rights," and many declared they would never employ a teacher that had joined the "union." In an endeavor to get the directors and teachers together that they might come to a better understanding, County Superintendent York called a joint meeting of the two organizations to be held at Harrisburg, May 25, 1904. At this meeting a member of the directors' organization presided, although a large majority of the directors refused to meet in joint session but held a meeting of their own, passing many resolutions and saying many things that would not look well in print. A committee of teachers was appointed to go in person and invite these directors to meet with them in the afternoon, which they accepted. At this afternoon meeting Hon. W. V. Choisser and Prof. Harry Taylor, principal of the Township High School, made strong speeches of "reconciliation," at the close of which Hon. W. F. Scott, president of the board of education of the city of Harrisburg, proposed that each organization select five of their representative members which should constitute a board of arbitration, and that both organizations should abide by their decision. This the directors refused to do. At this point in the meeting a majority of the directors "bolted" and left the building to hold a "directors' rights" meeting at the court house. The directors' committee on resolutions presented the following report which was unanimously adopted: "We, the directors of Saline county, believe in the free and equal rights of American citizens, and believe that the steps of Saline county teachers, in former resolutions, are absolutely contrary to law; be it therefore

Resolved, That we ignore their action fixing the scale of prices in the different districts, and demand that they concede to the directors of this county the right to be the judges as to the fitness of applicants morally, and of the financial ability of the districts. Be it further

Resolved, That the directors give the young teachers of the county a chance at the schools the coming year.

Resolved, That all teachers applying for schools must be accompanied with a legal certificate.

"Resolved, That we, the directors of the rural districts of Saline county, ask the teachers of said county to rescind their action of fixing the price of teaching on the assessed valuation, and instead thereof it be fixed between teacher and board that employs him; and that the price be a *fair compensation* for the services rendered."

While this resolution was being read and passed by the directors at the court house, the teachers at the school building were busy signing a pledge that they would all stand or fall on their proposed line of action. They felt that for years they had asked for this "fair compensation" and their wishes were never considered. Throughout the summer a discussion of the matter was kept up through the columns of the county papers by representatives of the two organizations.

Some schools were not opened till late in the season, but in nearly all such cases the directors were forced to take an inferior teacher at the scale price. All such feeling has now passed and the directors generally see that this agitation has been a great benefit to the schools of the county and are now willing to pay all that is asked, but are justly demanding better preparation on the part of the teachers, which will all result in good. The directors of Saline county are a body of fair minded men, many of them have been or are now teachers themselves. They needed but one lesson. There was probably never such a meeting held in the history of our public school system as was held by the directors of Saline county at Harrisburg, June 4, 1905. There was a great contrast in this meeting and those of the year previous. Here was an earnest body of men who had met for a purpose, who were seeking more light on the subject of public school work. In the afternoon they had an "experience meeting," at which time they told who had taught their school, his success, where he was spending his vacation, etc., etc.

In most cases they reported the best school they had ever had, and that greater interest was manifested by all concerned. They have never as now felt their responsibilities as directors. They feel their duties are more than hiring and paying teachers. The spirit of improvement is running high. Uniformity of text books has been adopted by the county association and will go into effect this year. Many new improvements are spoken of and all are alive and active. At the beginning of this contest many directors resigned, but now it is considered an honor to hold this position. The teachers of the county owe much for their success to the untiring efforts of their president, Otto D. Edwards, and County Superintendent, Lewis E. York, without whose help they could have never attained the success that is theirs.

Are You Educated?

According to the *New York World*, Professor Frank J. Miller, examiner of secondary schools, said, at the Junior Chapel of the University of Chicago, a short time ago, that only those who can answer all of the following questions in the affirmative, are educated:

Has education given you sympathy for all good causes? Has it made you easier to interest in them? Has it made you public-spirited, so that you look beyond your own dooryard and take interest in a clean city?

Has it made you a brother to the weak?

Have you learned the proper value of money and time?

Have you learned how to make friends and keep them? Do you know how to be a friend yourself?

Can you look an honest man or pure woman straight in the eye?

Do you see anything to love in a little child?

Will a lonely dog follow you in the street?

Can you be high minded and happy in the drudgeries of life?

Can you think washing dishes and hoeing corn are just as compatible with high thinking as playing the piano or playing golf?

Can you be happy alone?

Are you good for anything to yourself?

Can you look out on the world and see anything but dollars and cents?

Can you look into a mud puddle and see the blue sky reflected? Can you see good in everything?

Can you look up to the sky at night and see beyond the stars? Does your soul claim relationship with the Creator?

Prof. Miller said the failure to answer any of these questions affirmatively is enough to send the man or woman who thinks he or she knows it all back among the uneducated.

"The college curriculum does not contain all that is necessary to the educated man," said Prof. Miller. "A man may be graduated and go out into the world and still prey on society, notwithstanding his so-called education."

* * *

This Republic

Carl Schurz's address at the University of Wisconsin:

"This republic should stand as the gentleman par excellence among nations—a gentleman scorning the role of the swashbuck-

ler whose hip pockets bulge with loaded sixshooters and who flashes big diamonds on his fingers and shirt front; a gentleman modest in the consciousness of strength and *carrying justice, forbearance and conciliation on his tongue and benevolence in his hand*, rather than a chip on his shoulder. If this republic is to endure and be successful in its highest mission, it must put its trust rather in schools than in battleships."

* * *

Department of State Teachers' Reading Course

Under the Auspices of the State Council of Education

E. M. COX

President of the Council and ex-officio member
of the Committee

MISS KATE AMES

Chairman of the Committee

The chairman of the committee, Miss Kate Ames, will hold herself in readiness to answer questions in regard to the Reading Course, either by a personal note, or, if the answer is of general interest, thru the pages of the department. Address all communications to MISS KATE AMES, Napa, Cal.

A number of teachers have written for the course of reading as outlined by the committee on the State Teachers' Reading Course. I give below the course for 1904 and 1905:

1904.

I. PEDAGOGICAL.

(a) Ideals in Education—

Alling Aber: Experiment in Education.

Henderson: Education and the Larger Life.

(b) Historical Development—

Quick: Educational Reformers.

Rousseau: Emile.

Pestalozzi: Leonard and Gertrude.

1905.

Davidson: Education of Wage-earners.

Kirkpatrick: Fundamentals of Child-study.

Dutton: School Management.

II. ENGLISH.

(a) Methods—

Arnold: Reading—How to Teach It.

McMurry: Special Method in Primary Reading and Oral Work With Stories.

Chubb: The Teaching of English in Elementary and Secondary Schools.

(b) Cultural—

Lowell: Essay on Democracy.

Lowell: Essay on Lincoln.

Lowell: Ode recited at the Harvard Commemoration.

Lowell: Ode read at the hundredth anniversary of the fight at Concord Bridge.

Lowell: The Present Crisis.

III. HISTORY.

State Series: History of the United States for grammar grades.

Heart: American History as suggested by contemporaries.

In 1905 no additional books were suggested in English and history, as it was felt that enough work had been suggested.

KATE AMES,
Chairman of Committee.

This circular was sent to the teachers of one county in February to be used as a basis of preparation for the Institute to be held in October. The State course in English was adjusted, as will be seen, to meet the needs of the schools. It thus became not only a means of culture, but of practical help to teachers.

....., February 28, 1905.

To the Teachers of County and Those Interested in Education:

“The object of the teachers’ reading course for this year is primarily to aid the teacher in the readjustment of the teaching of history and English to the spirit of the new Course of Study in history and in anticipation of that in English. Books giving the best modern thought are suggested for reading. These should not only be read by the teacher, but the suggestions should be adapted and applied to school work.

“The English work presented at the last institute emphasized its use as a content study in the lower grades. The standard set

there has been taken by a number of teachers as the ideal toward which to strive, and a number have taken this phase of work for their special study and application. The same is true in history. This is the legitimate result of reading and discussion. If an institute sets standards that inspire personal study along definite lines with a worthy, ultimate aim, it has done all that a gathering of any profession can do. It has been an inspiration to personal growth which must result in better work for the pupils. Yet it is plain that the present status is only partly satisfactory. There is a wide difference between the instruction given in the best and that given in the other schools.

"To overcome this difference as much as possible the work this year has been planned so that each teacher can adapt and apply the suggestions to the betterment of her school. No one can teach a subject who is not a more thorough, daily student of that subject than the pupils taught. The reading and attempts at application should raise questions worthy of discussion at institute, but the ultimate aim is application. Wordy discussion is not desirable, but a plain, concrete statement of present attainment—indicating difficulties and successes—is weighty and valuable to the listener because it is the outgrowth of doing and applying and indicates growth. In the current issues of the *Western Journal of Education* are statements by teachers of our own and other counties that will be an inspiration to read. They express the reaction of those who have entered most heartily into the spirit of the reading course."

ENGLISH.

*Instructor in charge, Prof. A. F. Lange,
University of California.*

"We have talked together much recently about a clear, definite aim, and in arranging this course the central aim is to present the unification of instruction in English from the first grade of the primary to the last grade of the high school. This subject will naturally fall into two divisions:

- (a) Unification of the English of the first six years, and
- (b) Unification of the English of the last six years.

"I should define unification roughly as: such an adaptation and correlation of means as will facilitate unity of result in the pupil for each lesson, for each grade, for all grades, for each part of the subject and for the subject as a whole. The organizing principle

is the same for all subjects as for English, and should result in the continuous, cumulative growth of the pupil.

"The topics prepared by local teachers will be:

- (a) The meaning and implications of unification.
- (b) The selection of material—kind and quality.
- (c) The grading and articulation of material.
- (d) The methods of teaching.
- (e) The relation of the course in English to the course in other subjects.

"All these topics are vitally related to every day teaching and each teacher, whether she may or may not be preparing a special paper for institute, should keep these topics in mind not only while reading the books suggested, but in the daily preparation for teaching. Every good teacher is a teacher of English for the final stage of every subject taught—that which follows insight, appreciation, interest, assimilation—is expression. The chief means by which material and method are made a unity of knowledge, of power, of character within the pupil taught is a well-adapted, well-graded, well-articulated system of exercises in expression. English furnishes the core and center, but the system should embrace every subject taught and the whole experience of the pupil.

"The books to be used are:

Chubb: The teaching of English in the elementary and secondary schools. (Adapted to all twelve grades.)

McMurry: Special Method in primary reading and oral work with stories. (Specially adapted to the first six years.)

Carpenter, Baker, and Scott: The teaching of English in the elementary and secondary school. (Especially adapted to the last six grades.)"

With anticipations of pleasant and profitable work, I remain,
Most cordially yours,

Co. Supt. of Schools.

* * *

High school teachers should be chosen largely in terms of their personality with the main emphasis on the power to stimulate and inspire. I have seen such teachers develop what is known as the "school spirit" and a desire on the part of pupils to look after the delinquents in their class and help them in the same way that an altruistic city looks after its unfortunates. It should be the chief aim of teachers to develop moral stamina. The high school "quitter" is usually more of a moral than an intellectual failure.—
REUBEN POST HALLECK, *Louisville High School.*

Books and Magazines

Now what is the State University destined to be and to become in the near future? What will be its peculiar field? What contribution may we hope from it to our educational life and progress?

**President
James on the
Function and
the Future
of the State
University**

The State University, following its practical tendencies, is destined to become a great group of professional schools preparing its students for the various occupations of life for which an extended scientific training based on adequate, liberal, preparatory training is necessary or desirable. It will abolish the old-fashioned American College as one of its departments, relegating a part of its work to the high school, and absorbing another part of its work in the university proper. It will cut off the Freshman and Sophomore years, letting the high school and college take them, while it will consolidate the Junior and Senior years with the graduate school into a general university faculty of arts and science. It will be a place for training men and women and not boys and girls, as is so largely the case now.

In a word, the State University which most fully performs its functions for the American people will stand simply, plainly, unequivocally and uncompromisingly, for training for vocation—not training for leisure nor training for scholarship; except as scholarship is a necessary incidental to all proper training for vocation or may be a vocation in itself. But training to perform an efficient service for society in and through some calling in which a man expresses himself and through which he works out some lasting good to society. Such a training for vocation should naturally and would inevitably, if the training be of the proper kind, result in the awakening of such ideals of service as would permeate, refine and elevate the character of a student. It would make him a scholar and investigator, a thinker, a patriot, and an educated gentleman.

The State University will be essentially a democratic institution; as comprehensive as the population of the State itself. It will stand ever beckoning to the young men and women of the Commonwealth to come up and prepare themselves to render the service of highest value to the community. It will train to an ever increasing extent the leaders in the learned professions—the men and women who in teaching, in law and in medicine, in farming and engineering, in business and commerce, will give the tone to the life and activity of the State.

The State University will stand in season and out of season for the fullest opportunity in the field of higher education for women.

It will not be content with opening to them the facilities open to men. It will create new opportunities for them in the field peculiar to them, i. e., the home. In the courses in domestic science it will give them an opportunity to apply science in all its ramifications to the needs of the home. It will do what the woman's college has thus far declined to do, or is only just beginning to do, viz., give a distinctively woman's course in the field of higher education.

But the State University is not merely an institution to train men and women for the best and highest social service in general. It is and must continue to be a great center of educational and scientific activity, with peculiarly close relations to the State government.

It is destined to be a great civil service academy, preparing for the civil service of nation, state, county, and town as clearly and definitely as West Point and Annapolis for the military and naval service.

The American people have determined that administrative positions in the public service shall no longer be filled on the principle of the spoils system. The next step is to insist that people who wish these positions shall prepare themselves properly to perform the duties of the same. As the State University offers an opportunity for proper preparation practically free of charge the people have the right to insist that candidates shall fit themselves for their work before taking it up. The day of the happy-go-lucky hit or miss ignoramus in public office is passing, and the day of the properly prepared, scientifically trained public servant is coming; and in hastening the day the State University will do a large part.

But the State University stands in some respects in a still closer relation to the State Government. It is in a certain sense the scientific arm of the State Government as the Governor and his assistants are the executive and judges and courts the judicial. Modern government is becoming very complex. Its problems are many and difficult. For the solution of many of them extensive laboratories, well equipped and under the direction of trained investigators are necessary. All this work should go to the State University.

The State University, again, will have most intimate relations with the public educational system of the State. It prepares teachers for the high schools and colleges of the State. It is in close connection with the normal schools. Combined with these it should perform many of the functions of the European ministry of education. Their faculties should be organized so as to bring to bear their whole expert force upon the educational problems of the State. They should canvass the educational needs of the community and from time to time urge their claims on public attention. They are

the reorganized organs of the public administration to consider and determine public policy in the field of education.

The State University has a most intimate relation to the system of public high schools. In fact, it is a part of this system, and may be called the 13th-16th grades of the public school system. In proportion as it recognizes this relation, will it perform properly its duties to the great scheme of secondary education? The State University, it may be said, has powerfully contributed to create the free public high school—the most characteristic feature of our modern school system.

Finally, the State University represents the corporate longing of the people for higher things in the field of education. Its creation marked a new era in the life of the American people. Just as this nation emerged into a new and higher plane of educational consciousness when it accepted once for all its duty to provide a free, elementary school; just as it rose to higher levels when it accepted the free public school; so it advanced to new and still higher outlooks when it recognized that in its corporate capacity it is equally responsible for the higher things of the spirit embodied in the University.

The prosperity of the kindergarten, the first grade, second grade, high school, and normal school,—all is bound up in the existence at the head of the system of a suitably organized and properly equipped University.

The American system of education is today the most promising of any system in the world; and in the whole scheme there is no more important or promising element than the State University.—*From the inaugural address of the President of the University of Illinois.*

* * *

This function of opening and feeding the human mind is not to be accomplished by any mechanical or military method. You must not neglect the form, but you must secure the essentials. It is curious how perverse and intermeddling we are, and what vast pains and cost we incur to do wrong. Whilst we all know in our own experience and apply natural methods in our own business,—in education our common sense fails us, and we are continually trying costly machinery against nature. * * *

The natural method forever confutes our experiments, and we must still come back to it. The whole theory of the school is on

the nurse's or mother's knee. The child is as hot to learn as the mother is to impart. There is mutual delight. The joy of our childhood in hearing beautiful stories from some skillful aunt who loves to tell them must be repeated in youth. * * * Nature provided for the communication of thought, by planting with it in the receiving mind a fury to impart it. 'Tis so in every art, in every science. One burns to tell the new fact, the other burns to hear it. Happy the natural college thus self-instituted around every natural teacher. But the moment this is organized new difficulties begin. * * * Genius is in the most obstructed and delayed. * * * Their senses are now opened in the advance of their minds. They come in numbers and the teaching seems to be arranged for the many, not for the few who are geniuses. You have to work for large classes instead of individuals; you must lower your flag and reef your sails to wait for the dull sailors. You grow departmental, routinary, military almost with your discipline and police. * * * Is it not manifest that our schools should have a wider scope? * * * So to regard the young child requires, no doubt, rare patience; a patience that nothing but faith in the remedial forces of the soul can give. * * * Alas for the cripple Practice when it seeks to come up with the bird Theory which flies before it.

Try your design on the best school. These scholars are of all ages, temperaments and capacities. * * * Each requires so much consideration, that the morning hope of the teacher, of a day of love and progress, is often closed at evening by despair. Each single case, the more it is considered, shows more to be done. Something must be done and done speedily, and in this distress the wisest are tempted to adopt violent means, to proclaim martial law, corporal punishment, mechanical arrangement, bribes, spies, wrath, main strength and ignorance in lieu of that wise genial providential influence they had hoped and yet hope at some future day to adopt. * * *

To whatsoever upright mind, to whatsoever beating heart I speak, to you it is committed to educate men. * * * * According to the depth from which you draw your life, such is the depth not only of your strenuous effort, both of your manners and presence.—Ralph Waldo Emerson, reprinted from *School and Home Education*.

Rarely, indeed, does the report of a party of commercial delegates upon the physical and industrial life of a particular class of artisans engaged in any one trade contain so much information and clear-headed criticism of special interest and value to the scholastic profession as does that on "The Brassworkers of Birmingham and Berlin," in which the three Birmingham delegates give an account of their ten-day visit to Berlin in April last for the purpose of endeavoring "to get below the surface and to inquire into the Berlin Brassworkers' ideals and methods of working their institutions, and so to obtain information as to the main lines of policy which differ from our own." The deputation, which fairly represented the interests of both capital and labor, appear to have been greatly impressed with the superiority of the conditions at Berlin—a large center of the German brassworking industry. In childhood, youth, adult age, and at the end of life, the report presents the state of the German worker as better than that of his fellow-craftsman in this country, and, although it may be seriously questioned whether it would be practicable to reproduce the social and industrial conditions of Berlin in an English town, it will be admitted that there are still not a few points upon which it should be possible to take a leaf out of the book of our German cousins.

No reader of the report can fail to be impressed by the emphatic and appreciative testimony to the superiority of the German working man's home and family life, and, above all, to the moral and physical condition of the children; indeed, in their opening sentence, the authors say: "We were greatly impressed with the cleanliness and tidiness of the children playing about the streets, courts, and squares. Of all the thousands of children we saw there was not one who was not clean, neat, and tidy." And, later, we read:

The children were more under the eye and control of their parents, and taught to treat their elders with outward forms of deference. . . . The child is more accustomed to training and control from the commencement. "Spare the rod and spoil the child" is a working maxim which the Berliners still consider to hold good. They are not less kind to their children; but they hold that the foundation of a child's welfare rests on his willingness to obey. The simplest and usual form of punishment is a cane on the hand, and this is used as a means of government to a greater extent than in Birmingham.

In the discussion on the school education of the children, it is pointed out that, whilst the cost of elementary education in Birm-

* "The Brassworkers of Birmingham and Berlin." Report by Messrs. R. H. Best, W. J. Davies, and C. Perks. (ls. P. S. King & Son.)

ingham has increased considerably in late years, it has not yet reached the cost per child in Berlin, which for the year ending November, 1904, is given as 80s. 10d. But it is affirmed, on the other hand, that the Germans appear to get better results for their outlay:

We visited a parish school in the Rigaer Strasse—a quarter inhabited by the poorer classes. We saw no case of underfed, poorly clad, or untidy children, either in the streets or in the school. The children of needy parents receive shoes and clothes from the municipal poor guardians and societies. They must come clean and well dressed. There are thirty-six official school doctors in Berlin, each having a group of about seven schools to attend to. Every new scholar is examined by them, and doubtful children are thoroughly examined in the presence of their parents. If needful they are kept under medical supervision, and special seats are provided where defective vision or hearing renders it advisable. Spectacles or instruments are provided. The school we inspected was one of the most recently built schools, and had the latest improvements, and accommodation for a thousand boys and a thousand girls (two thousand children). The director has funds supplied with which to help needy children with food; but the sum required was practically nothing, for it only amounted to £4 per annum among the two thousand. In the basements were extensive bathing accommodations, principally warm shower baths. Each of the two thousand children received a shower bath weekly. Soap was provided, but they brought their own towels. The class-rooms were large, about 28 feet by 17 feet by 15 feet high, for classes of forty to fifty scholars. The floors were of wood, and were swept every day. The attendant looks through a glazed porthole into the class rooms from the passages, so that he can see a good large thermometer inside, and regulate the temperature. On the top floor is a large gymnasium about 80 feet by 40 feet, and 15 feet high, and there is a hall for festivities about 40 feet by 20 feet; also two conference rooms are provided for the teachers. We saw a class at work drawing flowers and plants from Nature; another class was drawing the same objects from memory, and doing excellent work. On our entering all the scholars rose from their seats and remained standing until told to sit down. Discipline is maintained if necessary by every teacher caning the posterior in the case of boys, and the hand in the case of girls. The Scriptures are read and explained according to Evangelical Lutheran tenets (three or four hours weekly are given to this subject); other denominational children, except Jews, must prove that they attend their own religious classes.

The time-table indicated that for children under seven school began at 9 A. M. in the winter and at 8 A. M. in the summer; for children above this age the opening times were 8 A. M. and 7 A. M. respectively, the closing times being generally 1 in winter and noon in summer. In these five hours there are three intervals of rest, during one of which lunch is taken—usually a sandwich and milk—the caretaker supplying milk of approved quality. The number of school hours varied from twenty to thirty-two per week, according

to the age of the children; the time to be spent on home lessons from six to twelve hours per week.

No child vendors of newspapers are seen in the streets. No young girls are permitted by the authorities to stand in the gutters selling flowers, schoolboy smoking is not allowed; the boy would have his cigarette knocked out of his mouth, if seen by a workman in the street, and the workman would be thanked by the parents for so doing.

Then follows an anything but flattering comparison with a Birmingham Board School in a workmen's neighborhood inhabited by the poorer classes—an only too faithful picture of what is to be seen in the poorer districts of some of our great centres of industry. The school in question had been built a little more than thirty years.

The children were mostly dirty and tattered; a large number wore very bad boots, not cleaned, and some with soles so dilapidated that the toes showed through. The physique of the children was puny. Outside the school there were evidences that the children of the neighborhood were undisciplined and out of control. In comparison with the Berlin school, everything was very dirty and untidy.

Moreover, the German child, after leaving the *Volksschule* at fourteen, must go (and apparently does not by any means go unwillingly) to a continuation or technical trade school until the age of seventeen.

The result of this training of skilled workmen is that the working classes have moved up from the bottom all along the line, the congested surplus of unemployed non-skilled labour has disappeared, and at the top a well employed and numerous set of skilled workmen are busy at work to a much more general extent than is the case in Birmingham.

The work of the Birmingham brassworker, as long as it is confined to the reproduction of a few simple models, is excellent both in price and finish; whereas the Berlin training schools have produced a class of artisans with artistic talent capable of supplying

the internal construction of intricate work without every minute detail being put down for him on paper. . . . It is on the intellectual side that Birmingham requires to adapt itself to changed conditions; not to cheapening its wares, but to getting more conception into them.

Although we must, unfortunately, admit the truth of many of these comments and criticisms, we cannot but feel that the deputation have in their short visit to Berlin really seen the rosier side of the Berlin brassworkers' educative training and home life, whilst they are thoroughly conversant with the thornier side of the Birmingham artisans' lot.—A. DU PRE D., *The Journal of Education*, London.

There is a school corps in an "Egyptian" city in Illinois which has for its motto "Make Everything Better." This is well in theory and better in practice. Making better must begin with self. Do you come to your work better equipped? Do you come to your work with renewed professional vigor? Are you willing to desert many old ways and plans for something that others be experience have found to be better? Is your mental attitude for something better? Will you make the school room bright with wall decorations and curtain effects? Will you persist in school-room cleanliness? Will the heating stove have a jacket? Will you have better discipline? Will you be firm in "making everything better" but agreeable withal? Will you have better work in reading this year? Will your primary classes receive the better kind of instruction? Will your class work of all kinds be made better? Will you endeavor to train the children in better habits of preparing school work? Will you better your relations with the home and enlist the sympathy and moral influence of the fathers and mothers of the children of your school? Do you know of anything better than parental co-operation in making your school work better? Will you become a factor in the children's play life that the social life of the school is made better? Do you believe in youth, the saving citizenship of a great and near future? Do you believe in the efficacy of the schoolroom in overcoming the blight of ignorance? Do you believe in "The present and its opportunities, in the future and its promise and in the divine joy of living?" If so, you may hope during this school year to "Make everything better," so far as it may touch your environment."—T. C. CLENDENEN in *School News*.

* * *

At the meeting of the Trade Union Congress, at Hanley, Mr. W. A. Appleton (Lacemakers, Nottingham) moved:

The Kind of Education English Trade Unions Want That this Congress condemns the educational policy of the Government as laid down in the Act of 1902 and in the subsequently issued minutes and regulations, and demands the formulation of an educational programme based upon the principle of equal opportunities for all, such programme to aim at securing,

- (1) That all grades of education shall be free and State-maintained.
- (2) That attendance in primary and secondary schools shall be compulsory, and that adequate provision be made for children to continue at school until the age of sixteen years, or until such age as the university course begins.
- (3) That provision be made to continue the education of capable students through the university courses.
- (4) That the standard of capacity shall

be judged by work previously accomplished, and not by competitive examination. (5) That the education in all State-supported schools shall be secular. (6) That all State-supported schools shall be under the control of, and their affairs administered by, the directly elected representatives of the people. (7) That each educational district shall be required to train the number of pupil-teachers demanded by local needs, and for this purpose to establish training colleges, preferably in connexion with universities or university colleges. (8) That the cost of the before-mentioned reforms shall be borne by the National Exchequer out of revenue obtained through broadening the basis of taxation, and by the restoration and democratic administration of valuable misappropriated educational charities and endowments. (9) That it be an instruction to the Parliamentary Committee of the Trade Union Congress to formulate these proposals in a Bill to be laid before Parliament during the forthcoming Session. (10) That no Parliamentary candidate receive the endorsement of the Parliamentary Committee unless he is prepared to accept and promote the educational policy of the Trade Union Congress.

Mr. Appleton said that what was to be desired was such a system of education as would afford equal opportunities to the children, and the experiences of the last few years had enabled them to eliminate some of the matters about which they used to differ, and to agree upon the broad principles. First, they agreed that all education should be absolutely free and State-maintained rather than locally maintained. A child would become a more or less efficient unit of the State, and not the unit of any particular locality. Therefore the State should make adequate provision for the education of the children. They were anxious for compulsory attendance at the primary and secondary schools, and that provision should be made for the attendance of children at university colleges. He went on to speak of each of the clauses; and, in objection to special competitive examinations, he said that the smartest child might be nervous under examination and lose the chance of progress; therefore it would be wiser to take the average work over a period of a year than to make a child's advancement dependent upon a particular examination. They claimed that education in all State-supported schools should be secular. They had been driven to that conclusion by the difficulty of shaping any form of dogmatic teaching which would be acceptable to the different denominations. No man breathing could shape such a dogmatic teaching as would be acceptable to the Roman Catholic, the Anglican, the Wesleyan, and the Jew; yet they were all ratepayers, and were entitled to have their rights protected and enjoy all the educational advantages which could be given. None wished to stand in the way of any reasonable attempt to develop character, because they were as anxious to develop character as intellect; but he did not want to be a

party to assisting in the development of intellectual prigs. Further, they claimed to have the control of the education of the children and to be able to have representation on the bodies in charge of educational work. They were anxious that Congress should now inaugurate a constructive policy. So far as that Congress was concerned, most of the things they had striven for would be realized, if the people were only educated. They had plenty of force in the Labor movement, but it was latent force, lacking intelligence. If they could only awaken the strength which lay in their movement and cause it to be intelligently directed, all the reforms the movement had striven for would be brought within the region of practical politics.

Mr. J. C. Gordon (Tinplate Workers, London) seconded. As trade unionists, he said, they should approach the question from the standpoint that the children should have the best education it lay in their power to give.

Mr. J. Stokes (Glassblowers, London) suggested that for clause 2 there should be substituted the following clause in the resolution originally presented by the Lacemakers' Society, as follows:

That all education shall be free, and that secondary and technological education be placed within the reach of every child by the granting of bursaries or maintenance scholarships to all children whose usefulness would be enhanced by such extended education. Further, that adequate provision be made for children to continue at school until the age of sixteen years, or until such age as the university course begins.

Mr. Appleton said he would be delighted to accept the second clause of the resolution submitted by his own (the Lacemakers' Society, instead of that in the resolution.

The resolution with the substitution, which had been accepted, was then agreed to.

PHYSICAL DEVELOPMENT.

Mr. Will Thorne (Gasworkers' Union, London) proposed:

That, in view of the findings of the Departmental Committee on Physical Deterioration, this Congress declares in favour of the principle of State maintenance of children, and urges, as a means of checking the evils revealed in the Committee's report,

- (1) That immediate provision be made for giving at least one free meal per day to all school-children;
- (2) that free medical advice and inspection be placed within the reach of all children;
- (3) that efficient physical training shall become a necessary feature of school life;
- (4) that the administration of the reforms indicated in the foregoing clauses shall in no way be associated with charity or the administration of the Poor Law;
- (5) that the Board of Education provide a statistical department charged with the collation and periodic publication of statistics relating to the

health and mortality of school-children; (6) that the Parliamentary Committee place these recommendations before all municipal councils in the United Kingdom; (7) that it be an instruction to the Parliamentary Committee of the Trade Union Congress to incorporate these proposals in a Bill to be brought before Parliament during the forthcoming Session; (8) that no Parliamentary candidate receive the endorsement of the Parliamentary Committee, unless he is prepared to accept and promote the proposals contained in the foregoing paragraphs.

Mr. Thorne said that it was no doubt right that all children should be properly educated, but we must first give them a good foundation on which to build education by feeding them properly. It was not creditable to know, as was the fact, that convicts were better fed and better housed than numbers of the working classes. He desired to impress on municipalities the absolute necessity of having medical officers to attend schools and of having every child examined, both when first admitted to school and at periodical intervals afterwards—*The Educational Times*, London.

* * *

The wages of women elementary teachers, from New York to California, are lower than those of the city street-cleaner everywhere. There is no blinking the statistics. In New York, the wage of the elementary teacher is \$540 yearly; the street-cleaner makes \$631. In Boston, the home of education, the teacher gets \$552, and the man who sweeps the street and flushes the sewer receives \$603. In Philadelphia economy is the order of the day; the teacher gets but \$470, and the street-cleaner \$503. San Francisco is a liberal community; the teacher gets almost as much as the Boston street-cleaner—\$600; but the street-cleaner still comes out ahead, for his wages amount to \$750. In Seattle teachers are quoted at \$550, and street-cleaners at \$697.50; while in Buffalo the teacher's stipend is but \$400 to the street laborer's \$450. In New Haven, a college town, the elementary teacher is paid only \$300, and the street-cleaner \$534, and in Burlington, Vermont, also with a university, the teacher begins at \$216, and the street-cleaner at \$450. In only four cities do the teachers lead the "White Wings." One of these is Chicago, where the school-mistress is \$75 ahead of the street-cleaner; Washington, Columbus (Georgia,) and Meridian (Mississippi) are the other three, and in the latter two, and perhaps the first also, the teachers are white and the street-cleaners colored, which explains the higher salaries of the educators.

These are parlous facts. They cannot be welcome to the minds either of teachers or of the parents who believe in education and

its advantages. It is quite true that the street-cleaner works fifty weeks a year to the teacher's thirty-eight or forty. But it is also true that any untrained laborer can get work at street-cleaning, while education and training are necessary for a teacher. In various books on socialistic Utopias, the suggestion has been made that to induce all to labor, and to make the Utopian worker willing to undertake the menial and unpleasant jobs, the work of the scavenger and the street-cleaner shall be high in price and short in hours. This educational report looks as if we were getting to that plan, in prices at least, to some degree.

Meanwhile the street-cleaner will keep ahead, serenely refusing to work except for sufficient to live on. He doesn't know enough to teach school—but he knows enough for that.—*Harper's Bazar*.

* * *

Western School News

MEETINGS

National Educational Association, San Francisco, July, 1906. Dr. Nathan C. Schaeffer, President.

California State Teachers' Association, Berkeley, Cal., last week in Dec. James A. Barr, Stockton, President; Mrs. M. M. FitzGerald, 405 Fillmore Street, San Francisco, Secretary.

Northern California Teachers' Association, Red Bluff, November 1, 2 and 3. J. D. Sweeney, Red Bluff, President.

Southern California Teachers' Association, Los Angeles, Cal. Week before Dec. 25th. President, J. D. Graham. Miss Alice Frazier, Santa Ana, Secretary.

NOTES

J. W. Redway, author of the text of the Natural Geography and the State Series Grammar Grade Geography, is in California doing institute work.

Supt. C. L. McLane of Fresno and the Board of Education have in course of construction a model parental school.

The Polytechnic High School of Los Angeles is a magnificent building, and is well equipped for the purposes for which it was built.

Edna Rich, the superintendent of the Sloyd School of Santa Barbara, has been adding each year to the completeness of the school. The Sloyd work in Santa Barbara is a part, and a large part, of the vital work of the pupils. The Anna C. Blake Sloyd School is one of the most attractive features of Santa Barbara.

The yards of the school-houses of Santa Barbara are being beautified and greatly improved under direction of Supt. H. A. Adrian.

The beautiful oil portrait of Hon. John Swett will be completed by Dec. 26th, and will be formerly accepted at that time. About \$400 has been raised to pay for the picture.

Preston W. Search conducted the institute at Elko, Nev., Oct. 13th.

Dr. N. C. Schaeffer, President of the N. E. A., and J. N. Wilkerson, Treasurer, visited Los Angeles, San Francisco, Seattle, and other Pacific Coast points in order to select a meeting place for next meeting of the N. E. A. It is practically settled that San Francisco will be chosen. The committee were banqueted at Los Angeles, San Francisco, and Seattle.

Arthur P. Tatterson, President of the Stockton Board of Education, recently delivered a very able address to the Board on high school education. He was severe in his criticism of the course of study in that it required so much work for preparation for entrance to the universities.

Supt. of Public Instruction Davis of Hawaii resigned because the Governor was considering complaints without referring the same to the school department.

Prof. Kerr of Snohomish, Wash., has been elected principal of the Los Gatos High School, vice W. W. Wilson, deceased.

Marysville, Fresno, Bakersfield, Los Angeles, San Francisco, etc., complain of overcrowded conditions of the schools.

Prof. Charles Zeublin, of the University of Chicago, is lecturing to university extension courses in California.

Duncan Stirling, Supt. of Monterey County, has photographed a large number of the schools of his county. The pictures are beautiful, and some of them would take a prize in any photographers' contest.

* * *

INSTITUTES

The annual Teachers' Institute of San Luis Obispo County was held in the city of the same name October 18th, 19th, 20th. The weather was just right and Superintendent F. P. Johnson was inspired to provide an intellectual treat wherein "the feast of reason and flow of soul" was continuous from beginning to end. The conductors were Dr. E. C. Moore of the University of California, City Superintendent H. A. Adrian of Santa Barbara, Frank F. Bunker of the San Francisco Normal and Harr Wagner of the "Journal." Each one was simply perfect in the part he played and awoke the admiration and enthusiasm of the audience to a degree never before experienced in at least six institutes, for that many have I attended in the county. Some of the subjects treated were Physical Education, The Right and Wrong of History, The Goal to be Reached in Arith-

metic Teaching, How to Teach Morals, Economy of Time and Effort in the School Room, Agriculture in the Common Schools and Education as a National Enterprise. This last was the subject chosen by Supt. Johnson for the closing lecture delivered by Harr Wagner, and was very ably handled. The evening sessions were especially delightful. The first night Supt. Johnson, assisted by the teachers of the city, gave a reception. Old Maemersch Hall was transformed into a perfect bower. Pepper branches, palms and bamboo flowers and dozens of Chinese lanterns made it into a dream of outdoor beauty. Many rugs and easy chairs added to the comfort. Groups of "fair ladies and brave men" sat upon the rugs and sang old college songs and yelled old college yells, while the local High School girls flitted about, serving fruit punch and dainty cakes, and between times a fine musical program was rendered. The second evening the hall was jammed to hear Joaquin Miller tell in his own quaint humorous way of "The Days of Old, the Days of Gold." The Poet of the Sierras was warmly welcomed and much appreciated and the following morning by request he favored us by reciting one or two of his poems. The last evening the teachers were given a ball at the Ramona by the High School students. Every hour was "chock full" of interest, profit and pleasure, and the unanimous opinion was "The best institute I ever attended."

ANNIE LOUISE MORRISON.

The Lassen County Institute opened at Susanville, Oct. 24th, with a full attendance of the county teachers. Supt. Dixon's opening address was strong and eloquent. The instructors were D. R. Augsburg, Oakland; T. H. Kirk, Los Angeles, and Prof. Harlun, of Indiana. Their work in both the day and evening lectures was greatly appreciated. The marked features of the institute were the large number of teachers taking part in the program and the large and enthusiastic attendance of the people.

* * *

Notes from Official Department

The State Text-Book Committee at a recent meeting selected matter for a grammar and language text, choosing as a basis "Steps in English," by McLean, Blaisdell and Morrow; and for physiology, Colton's Elements of Physiology and Hygiene. A decided majority of the readers favored the texts adopted.

The State Board of Education will meet at the Palace Hotel, San Francisco, November 17th and 18th.

Thomas J. Kirk, Superintendent of Public Instruction, spent the week of October 30th at Auburn, Marysville and the Northern Teachers' Association at Red Bluff.

Berkeley Meeting Number

The Western Journal of Education

December, 1905

CONTENTS

	PAGE
EDITORIAL	853
The Berkeley Meeting—The Public School in Which the Meetings Will Be Held—Join the Association—In Honor of John Swett—California School Exhibit—The Speakers—A Stirring Appeal.	
THE UNIVERSITY OF CALIFORNIA. <i>H. A. Overstreet</i>	862
THE RELATIONS OF THE COLLEGE OF MINING TO THE STATE, THE UNIVERSITY, AND THE HIGH SCHOOL. <i>Prof. S. B. Christy</i>	868
The State—The University—The High School.	
HOW THE COLLEGE OF AGRICULTURE SERVES THE UNIVERSITY AND THE PEOPLE. <i>Arnold V. Stubenrauch</i>	873
THE SERVICE OF THE DEPARTMENT OF EDUCATION TO THE STATE. <i>May L. Cheney</i>	879
THE SUMMER SESSION OF THE UNIVERSITY. <i>E. C. Moore</i>	881
WHAT MAY BE SEEN AT THE STATE UNIVERSITY. <i>E. R. Hallett</i>	883
SOME FACTS ABOUT THE SCHOOLS OF BERKELEY. <i>S. D. Waterman</i>	888
THE BERKELEY MEETING	889
Officers for 1905—Local Executive Committee—Accommodation Committees—General Sessions; the Departments—Some Special Programs—State Farmers' Institute—Departments—Nature Study and Agriculture in Joint Session With State Farmers' Institute—Council of Education—Department of School Boards and School Trustees—County Board Organization—High School Teachers' Association; Fifth Annual Meeting—Some Innovations—The Year Book—Hospitality—Accommodations—Enrollment Committees.	
LIBRARY DEPARTMENT EXHIBIT	900
THE LIBRARY ASSOCIATION OF CALIFORNIA. <i>Joy Lichtenstein</i>	901

CONTENTS—Continued

DEPARTMENT OF EDUCATION. <i>Thomas. J. Kirk, Superintendent of Public Instruction</i>	902
THE SCHOOL EXCURSION Directions to Teachers—Itinerary of Excursion.	902
NOTES FROM THE FIELD	905
HUMANE EDUCATIONAL LAW. <i>Alice L. Park, of the California Club</i>	910
SOUTHERN CALIFORNIA TEACHERS' ASSOCIATION General Sessions—Primary Section—Grammar Grade Section—Rural School Section—Council of Education—English—Classical Languages—History Section—Mathematics Section—Geography Section—Art and Manual Training Sections—Supervision—Nature Study Section.	911
TEACHERS' ASSOCIATION OF NORTHERN CALIFORNIA	916
BOOKS AND MAGAZINES Six Grades for the Elementary School—Relations Between the Grammar and High Schools—The Study of Biography in Secondary Schools.	919
WESTERN SCHOOL NEWS Notes—Institutes—National Educational Association—Papers.	925
A FEW IMPRESSIONS OF THE GRAND CANYON OF ARIZONA, COMPILED FROM VARIOUS SOURCES. <i>C. R. S. Gosling</i>	934

THE WESTERN JOURNAL OF EDUCATION 711 MISSION ST., SAN FRANCISCO

Volume X
No. 12

\$1.50 per Year
Single Copy 15c

PUBLISHERS' NOTICE

THE WESTERN JOURNAL OF EDUCATION

is the Official Organ of the Department of Public Instruction of the State of California

PUBLISHED MONTHLY

Entered at the San Francisco Postoffice as Mail Matter of the Second Class
Established 1895.

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Manuscripts, Contributions of an Educational Character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

Subscription \$1.50 per Year Single Copies 15 Cents

Address all Communications to

The Western Journal of Education 711 Mission Street
San Francisco

The Western Journal of Education

DECEMBER, 1905

EDITORIAL

The meeting of the California State Teachers' Association, which will convene at Berkeley on December 26th, will be the largest, the most enthusiastic, and the most fruitful gathering which that body has yet held. Seventeen counties will hold their institutes in conjunction with the convention and the total attendance can hardly fall short of 4,000; it may reach even 5,000.

The Berkeley Meeting

President Barr cannot be surpassed as an organizer. Not only has he planned everything to perfection, but a happy gift amounting almost to genius has enabled him to secure the heartiest co-operation of most of the teachers of the State. The meeting is to be an all-California gathering and every grade and degree of interest in education will be represented. The patrons and supporters of schools will be there in force, for the State Farmers' Institute meets at the same time and place, and partly in the same sessions with the Teachers' Association. School officers will be there, for Supt. Kirk has called a School Board Convention and invited every school trustee in the State to come. Primary school teachers, grammar school teachers, high school teachers and college and university teachers, principals, superintendents, presidents, all will be there in great numbers. The librarians, who are the armorers of education, will be there also. The meeting will therefore be the most inclusive and democratic educational conclave which California has yet seen. It will be a *haj*, a pilgrimage of the educational hosts to a centre of the faith. The University of California furnishes one of the most attractive meeting places. It is the largest public school in the State, besides it is a public school in whose work every other school is interested. It should and will mean something to the teachers to spend a week there; boys and girls will be fired with a desire to go to college by the reports which they take back with them, and their own zeal for learning will not be abated. One of the best results of the meeting will be a keener

sense of the unity of the different parts of the educational undertaking. If the university is a bit inclined to be self-conscious, it will do it good to be reminded that it must co-operate with and build upon the work of all the other public school teachers of the State and is therefore bound to do all it can to encourage and assist them. If men and women in other departments of school work are a bit jealous of its functions, to become better acquainted will make them more actively friendly. There is no honest cause that does not profit by publicity. The clearest possible understanding of mutual aims, methods, and results are needed in education. The Berkeley meeting should produce a large measure of it and result in more good than anyone can tell.

* * *

A university may help or it may hinder, it may hasten or it may retard, it may make alive or it may destroy, and it may do these opposite things greatly or it may do them with many lesser degrees of intensity. The University of California was given a certain bent or direction at its beginning which did much to assure its usefulness from the first. It was established when the State was young. It was founded by a people who needed help in their daily occupations and in the great work of developing a commonwealth. They created it that it might serve them and their children. They were a little wary of colleges that made large but vague promises of assistance. They wanted to found a university which should produce certain specific results. The seventh annual report of the State Superintendent of Public Instruction, Andrew J. Moulder, issued in the year 1857, states the pioneer view of what the University of California should be, in such a way as to enable us to ask whether the substance of the things hoped for then has been realized. "Ours is a practical age," says the report. "We want no pale and sickly scholars, profound in their knowledge of the dead or other languages and customs. We need energetic citizens, skilled in the arts of living, and capable of instructing their less favored fellows in the pursuits that contribute to the material prosperity of our State. For what useful occupation are the gradu-

**The Public
School in
Which the
Meetings
Will Be Held**

ates of most of our old colleges fit? And not of ours alone, but of the time-honored universities of England? Many of them are bright scholars, ornaments to their *alma mater*—they are perhaps all that the system under which they have been instructed could make them; they are eloquent in Latin; they may write a dissertation on the Greek particle; be masters of the rules of logic and the dogmas of ethics—all valuable acquirements, it is true; but when, after years of toil, they have received their diploma, their education for practical life has just commenced. They have still to study for a profession—are still dependent upon their parents.

“This may do for old settled communities, but it will never answer for California. A young man at seventeen, eighteen or twenty years of age in this State, must expect to start in life for himself. He must have some occupation that will maintain him. Longer dependence is not to be tolerated or expected.

“To fit our youth for such occupations, to end this dependence, must be the object of our university.

“I would, therefore, urge that such professorships only shall be established at first as will turn out practical and scientific civil engineers; mining engineers; surveyors; metallurgists; smelters; assayers; geologists; or scientific prospectors; chemists, both manufacturing and agricultural; architects; builders; and last, but not least, school teachers.

“Let me call your attention, however, to the necessity of educating a class of our young men in mining engineering:

“The character of mining has undergone great changes since eighteen hundred and forty--nine and eighteen hundred and fifty. Enterprises are now conducted on an extensive scale. Tunnels of great magnitude, with labyrinthine galleries, are run into the mountains; deep shafts, with far stretching drifts, are sunk; quartz works and mills are multiplying. In all these enterprises a skillful engineer would be a valuable acquisition; and as they progress in magnitude his services would become indispensable. It is from the want of such directing intelligence that we so often hear of accidents in the mines. Our State has scarcely started in the work of internal improvements. None offers more inducements—in none will more be needed. For these we shall require civil engineers and surveyors, and all such will, in a few years, find employment.”

Five years after this somewhat prophetic statement of what the university should be and do was made, the passage of the Morrill act created an endowment for a college whose main business should be the teaching of agriculture and mechanics. Scientific aid in the material development of the State was thus assured. Very fortunately other agencies were no less active in providing a permanent means for the human development of the State. The College of California offered its land and buildings as a gift to the people on the sole condition that the State should maintain a college of letters in the university which it was planning to found. The human development of a commonwealth is a more important consideration than its material development. One evidence of the value of the liberal arts is, that they have redeemed us from Philistine narrowness of view in matters of education and taught our people to expect a great deal more from the university than assistance in the material development of the State. Both forms of development are demanded today; the university must train miners, and farmers, and teachers; it must make chemists, and civil engineers, and physicians; and withal it must make them honorable men and women, too; but it is easier to point to results in the one case than in the other; they are plainer, though not more real. The university serves the States immediately and tangibly, through its departments of agriculture, mining and education, and for that reason we have selected them as typical of its work for the people. It must not be forgotten that it serves in many other ways beside, and over and above all that it stands for men.

* * *

If you cannot come to Berkeley, join the Association and lend your encouragement and assistance in that way. If you can come to Berkeley, do not fail to do so, and do not think of being present and not being a member. Membership in the Association stands for something. It stands for the fact that you feel that you belong to this company. It stands for the fact that you believe in what it stands for. It stands for the fact that you feel that its

**Join the
Association**

undertaking is your undertaking and that you are anxious to do all that you can to augment the strength and might of the teaching body in the eyes of the world. It stands for the fact that you want to be numbered among those who co-operate, and if there is to be any improvement in wages, supervision, professional spirit, courses of study, or any other aspect of school work you want to have a hand in bringing it about. "I imagine," says a recent writer, "that people are divided into those who, if they see a crowd of human beings in the field, have a desire to join them, and those who, at the same sight, long to fly swiftly to the uttermost ends of the earth." You are of the former sort, Mr. Teacher, this is your crowd, join it. Every man fights for his own. This crowd of human beings fights for the things you must care for. If you are not for it, it almost seems that you are against it. Let the line be solid and let us see if it cannot count for something in making California what it ought to be.

* * *

On Thursday evening, December 28th, in Hearst Hall at Berkeley, there will be a meeting to do honor to John Swett, the founder of the State School system of California. "For as much as the good education of children is of singular behoof," it is meet and proper that the pioneer teacher who taught the people to recognize this fact, and persuaded them, for rate-bill common schools, to substitute an American free school system, should be honored by every man, woman and child in the commonwealth. There were no public schools when he came here, there were no high schools, there was no university. All these he has seen grow up and of them all *magna pars fuit*. What arguments did he use to persuade an unwilling people, without a precedent to constrain them, who were by no means committed to the course of education, to tax themselves to support free schools? His words stir one still: "Shall millions be expended in constructing a Pacific railroad, and the State fail to lay the solid foundations of character and intelligence on which rest the permanent prosperity of the generation which will reap the benefits of that great highway of the world?"

In Honor of
John Swett

Shall we make every sacrifice of men and money to maintain the union, for a generation unfitted, through want of education, to appreciate either our sacrifices or the value of the inheritance we leave them? The real wealth of the State lies not in mines of silver, or gold, or copper; not in productive fields and fertile valleys, but in her educated men and intelligent free laborers. Educated mind has made the world rich by its creative power. The intelligent minds which have invented the hundreds of labor-saving machines in every department of industry, have created a wealth far greater wealth, than the local product of the mines of Mexico, California, and Australia combined. All these inventions were once dim ideas in the busy brains of educated men; ignorance found out none of them. How many dollars is the electric telegraph worth? How many cattle and horses and copper mines, the invention of the sewing machine? What influence is so mighty in developing this creative power of society as the intelligence imparted by the public schools? The life of the nation lies not in a few great men, not in a few brilliant minds, but is made up of the men who drive the plow, who build the ships, who run the mills, and fill the machine shops, who build the locomotives and steam engines, who construct the railroads, who delve in the mines, who cast the cannon, who man the ironclads and gunboats, who shoulder the musket, and who do the fighting; these constitute the life and strength of the nation; and it is with these men that the public schools have done and are now doing their beneficent work."

* * *

The California educational exhibit displayed at Portland is now in Berkeley. The exhibit will be installed in North Hall, rooms 15 and 16, and will be thrown open to the inspection of the public on Tuesday, December 26th, at 8 a. m. The exhibit will be in charge of Mr. Irving Furlong. Included in the exhibit are ninety cabinets, each with thirty-two display cards 22 by 28 inches, arranged on swinging frames. It will require a hall fifty feet square to display the cabinet work, while 2,000 square feet of wall space will be needed for the industrial and drawing

**California
School
Exhibit**

exhibits. The exhibit includes all phases of work from the rural and city schools, besides notable exhibits from the University of California, Throop Polytechnic, the Lick and Wilmerding Schools, the San Luis Obispo Polytechnic, the Whittier School, the Berkeley Institution for the Deaf, Dumb and Blind, Mills College, etc.

The principal city exhibits to be shown in Berkeley are from Los Angeles, San Francisco, Oakland, Berkeley, Stockton, Fresno, Sacramento, and Redlands. Among the counties represented are Alameda, Sacramento, Placer, Sonoma, Marin, Kern, Santa Cruz, Los Angeles, Santa Clara, and Monterey.

At the St. Louis Exposition, the exhibit won four grand prizes, eleven gold medals, sixteen silver medals, and two bronze medals. At the Portland Exposition, where the highest award was the gold medal, the California exhibit won 21 gold medals, 12 silver medals and 8 bronze medals. Fresh from winning such honors in competition with the schools of the world, the California educational exhibit should be seen and studied by every teacher in the State.

Efforts are now being made to secure portions of educational exhibits displayed at Portland by Oregon and other Pacific Coast States and Territories.

* * *

President Wheeler's address before the general meeting in Berkeley on Wednesday afternoon, December 27th, will be one of the notable features of the session. The address will be on "The Relation of the Parts to the Whole in California Education"; or to put the subject in other words, "The Relations of the Elementary Schools, the High Schools, the Normal Schools, the Technical Schools, to one Another and to the University of California."

The Speakers
J. H. Ackerman, Superintendent of Public Instruction, Oregon, will be one of the principal speakers. A ready talker and brimfull of good, practical ideas, he is at his best on the platform. He will speak before the general session in San Francisco and before various departments in Berkeley.

Dr. A. C. True, of Washington, D. C., has charge of the experimental station work of the United States Department of Agricul-

ture. He has written several notable monographs on agricultural education in the rural and secondary schools. He will take a prominent part in the discussions before the State Farmers' Institute and the Department of Nature Study and Agriculture. No one interested in the cause of agricultural education in its application to the schools of California can afford to miss hearing either Dr. True or Supt. Harvey.

A. E. Winship editor of the *Journal of Education*, is one of the best known educational speakers in America. He has the happy faculty of both instructing and entertaining. While he has never appeared before the California Teachers' Association, he has taken part in sixteen different annual State educational associations in other States.

Supt. L. D. Harvey is at the head of the Stout Training Schools (Menomonie, Wisconsin) for the preparation of teachers of Manual Training, Domestic Science, and the Kindergarten.

He has had experience in all grades of public teaching, and in the supervision of city schools. He was for seven years Institute conductor in the Oshkosh State Normal School, and for six years president of the Milwaukee State Normal School. In 1898 he was elected State Superintendent of Wisconsin, which office he held for four years. In 1903 he was made chairman of a committee of five appointed by the National Council of Education to investigate and report to that body on the subject of "Industrial Education in Schools for Rural Communities."

The following was written by one who heard him at Asbury Park:

"There is no more convincing speaker today on the subject of Industrial and Agricultural Education among the educators of the United States than L. D. Harvey. This was clearly shown when, at the Asbury Park meeting of the N. E. A., he held for fifty minutes the great audience that filled the immense auditorium, so that though many were only indirectly interested in the narrowed scope of his subject—Manual Training in the Grades—they listened to him with eagerness throughout the address. One who can hold an audience of eight or ten thousand people on a hot summer's evening for nearly an hour's time upon a theme that is commonly

regarded as quite technical must not only have something to say, but must say it remarkably well."

* * *

Under the heading, "A Word With You," President Jas. A. Barr has sent out a stirring appeal to every educational worker in California calling for a more generous support for the Association. The appeal should be read—and acted upon—by every teacher in California. Already the San Jose Normal, the San Francisco Normal, San Joaquin County, Oakland, Marin County, and many other cities, counties and schools have reported one hundred per cent. of their teaching force as having taken out memberships.

A Stirring Appeal

Here is the appeal in full:

* Have you taken out a membership in the California Teachers' Association for the Berkeley Meeting? If not, why not? *
 * If you are content with your present professional equipment *
 * and salary, are you not willing to help build up an organiza- *
 * tion that will assist your less fortunate fellow worker? If *
 * dissatisfied with your salary or your position, can you not *
 * afford to contribute the membership fee (but one dollar) to *
 * an organization that is working for better salaries, better *
 * tenure, better conditions along all lines for the teachers of *
 * California? *
 * * * * *

* In many places the laborer and the street sweeper are *
 * better paid than are teachers? And why? Not because their *
 * work is more important, but because they are better organized. *
 * If each teacher in the universities, the normal schools, the *
 * city schools, the rural schools, will affiliate with the Associa- *
 * tion, a strong organization can be maintained that can do *
 * most effective work for the cause of education and for the *
 * teachers of California. *
 * * * * *

* Even with its comparatively small membership, the asso- *
 * ciation has already done much. It has reformed school meth- *
 * ods; improved courses of study; rebelled against the political *
 * control of the schools; established a code of professional eth- *
 * ics; worked for the betterment of Institutes; helped to secure *
 * State aid for high schools; helped to secure more financial *
 * support for the primary and grammar schools, etc., etc., etc. *
 * * * * *

* With your financial and moral support, it can do more. If *
 * you are a Superintendent, a Supervising Principal, or the *
 * President of a school, encourage your teachers to support the *
 * Association. If you were a teacher and your educational lead- *
 * ers are luke warm and indifferent (which is not likely), urge *
 * them to greater activity. *
 *

* If you cannot secure a membership in your own county *
 * or city, send a money order to the Secretary of the Associa- *
 * tion, who will promptly return the certificate. The first *
 * money order came from a teacher working on a small salary *
 * in Sierra County. She will be unable to attend the session *
 * in Berkeley, but contributed her mite as a matter of duty to *
 * herself and to her profession. Can you do less? *

* * *

The University of California—A Brief History

It is significant of the place which the University of California holds in the political organization of which it is a part, that its date of birth, in organic idea, is one with the birth-date of the State. The very first Constitution of California prescribed measures for the protection and proper disposition of lands granted for the support of a University of the State, and made it a duty of the Legislature to "provide effectual means for the improvement and permanent security of the funds of said University."

But although a University of the State was thus called for by the Constitution of 1849, it was not until nineteen years had elapsed that the University of California was founded. The young State had no adequate funds at its disposal for the support of a University, and looked to the Federal Government for aid. Congress responded in 1853 with a grant of 46,080 acres of public land within the State, to be devoted to a "seminary of learning." But this grant was all too small to provide for a University. Many plans, indeed, were suggested, and tentative bills were introduced into the Legislature; but nothing came of it all. In 1862, however, a new impetus was given to the University project by the passage of the Morrill Act, which provided for a federal grant of 150,000 acres of public land for the endowment of a college to be devoted mainly to the teaching of agriculture and mechanics. In pursuance of this act, a Commission was appointed in 1863 to report a plan for the founding of a "seminary of learning." To the great chagrin, however, of the advocates of higher education, the

Commission recommended that the proposed institution should, for the time being and until further funds accrued, be simply a polytechnic school.

It is difficult to say what would have been the fate of the higher institution had there not occurred at this time an act remarkable for its generosity and fine public spirit. At a meeting of the Board of Trustees of the College of California, of Oakland, on October 9, 1867, it was resolved that all the lands and buildings of the college be offered as a gift to the State, on the sole condition that the State permanently maintain in its proposed university a college of letters.

This generous action of the College of California solved the problem that had been so anxiously debated. Through the co-operative effort, now, of the Board of Directors of the proposed College of Agriculture and Mechanical Arts, and the Board of Trustees of the College of California, a system of university organization that made provision both for the technical education required by the Morrill Act, and the classical training called for by the conditions of the gift of the College of California was devised. Governor Haight, in his inaugural address, recommended the passage of a law establishing the University. A bill to "create and organize the University of California" was introduced on March 5, 1869, by Hon. John W. Dwinelle. On March 21 it passed both houses of the Legislature, and on March 23 was signed by Governor Haight. Thus was the period of tentative planning at an end. The University was now virtually an accomplished fact.

On September 23, 1869, the new university began its work in the buildings of the College of California, in Oakland. In 1873, the institution was transferred to Berkeley. The first president of the university, serving from 1869 to 1872, was Henry Durant. In 1872, President Durant was succeeded by Professor Daniel Coit Gilman, who was in turn succeeded in 1875 by Professor John Le Conte. The latter resigned in 1881, and the executive office was filled by William T. Reid. The latter was followed in 1885 by Professor Edw. S. Holden. In 1888, Hon. Horace Davis was elected to the presidency, holding office until 1890. He was succeeded, after an interim, by Professor Martin Kellogg, who was in turn succeeded in 1899 by Professor Benjamin Ide Wheeler.

Between 1869 and 1905, the growth of the university has been nothing less than marvelous. Beginning with a total registration of 24, and graduating a first class of 12, the university has grown in numbers, until in 1905 the official registration showed a total of 2,699 students enrolled in the academic colleges alone; while in the university, inclusive of the Affiliated Colleges of Law, Medicine, Pharmacy, and Art, and the Lick Observatory, there was a

total of 3,294. The instructing force has increased from 10, in 1869, to a total, in the academic colleges, of 304 in 1905, and in the whole university, of 508. From a first graduating class of 12, the university has grown until, in 1904, it conferred degrees upon 401 students in the academic colleges, and upon 523 in the whole university.

But this remarkable growth would hardly have been possible had not the State generously placed at the disposal of the university a permanent income from the State moneys. In 1887, the Vrooman Act provided that the university should receive annually the proceeds of a tax of one cent upon every one hundred dollars of taxable property in the State. Hardly could a law more vital to the university have been enacted, for by placing the university's support upon a constitutional instead of a legislative basis, it permanently freed the institution from the dangers of political variation.

For a few years the funds accruing from the Vrooman Act were adequate to the requirements of the university. But then came a period of unprecedented growth. Within five years—from 1891 to 1896—the enrollment of the university increased a full three-fold, while the funds at its disposal remained practically unchanged. The institution was in dire straits, not only because it had no means to augment its teaching force sufficiently to meet the larger needs, but also because it was unable even to provide room for the ever-increasing numbers.

In response to the university's statement of needs, a bill was, in 1897, introduced into the Legislature, which provided that the university's income should be increased to two cents on every hundred dollars of taxable property. To the great relief of all friends of the university, the bill passed both houses without opposition, and was signed by Governor Budd on February 27, 1897.

But even greater difficulties lay in the university's pathway in the early years, difficulties that for a time threatened to make all its efforts vain. To educate, it must have students; and to be a university, it must have students trained to matriculation standards of a university. The success of the university, in short, was one with the success of the high schools of the State. It may be imagined, then, how severe was the blow to the university when, by the Constitution of 1879, all State aid was withdrawn from the high schools, and all the State's moneys from common schools were diverted to the schools of elementary grade. For a time it seemed as though the university must go under for lack of proper material. But after a period of dark uncertainty, the communities

throughout the State bestirred themselves to a manful local support of high schools. Thus was this really grave danger averted.

But a second danger lay in the complete separation of high schools and university. The high schools pursued their work as best they knew, with no indication as to the university's standards; the university pursued its work irrespective of the kind of training given in the high schools. The result was inevitable friction and loss of energy on both sides. The higher institution soon realized that if it was to be successful, there must be a unified high school system in the State which should link properly with the system of advanced training. Therefore the university set to work to devise a plan whereby secondary and higher education might be brought into more harmonious conjunction.

The result was the system, since become permanent, of accrediting high schools. Before this plan was adopted, students were admitted to the university only upon examination. It was now agreed that students who should graduate from high schools approved by the university, and who should have, in addition to their diploma, a recommendation of their principal, showing their work to have been of superior character, might enter the university without examination. Beneficial results of the accrediting system were immediate. In order to determine the character of the various high schools, the university found it necessary to send members of its faculties to examine the work done. This at once effected intercourse between the two systems of education; the high schools learned the requirements of the university; the university became aware of the needs and the peculiar obstacles of the high schools. The result was an increasing unification of the systems of secondary and higher education throughout the State. And at the present, the effect of this unifying is felt even in the grammar schools; so that the next years bid fair to see the triple system of education in California, with all its past friction and waste, rationally organized. That the accrediting system has met with real success may be seen from the fact that from three accredited high schools in 1884, the list has grown until, according to the last report (1905), the accredited schools of the State number 120.

The years that we have recorded witnessed many important acquisitions by the university. The Colleges of Law, Pharmacy, Dentistry, and Medicine were established in San Francisco and affiliated with the State institution. The munificent bequest of \$700,000 made by James Lick, in 1876, for the founding and equipment of an astronomical observatory gave the first real impetus to the adequate support of scientific work in California. In 1872, Mr. Edw. Tompkins, by a grant of land in Oakland, established the first endowed chair in the university, the Agassiz professorship of

Oriental Languages and Literature. In 1878, Mr. J. K. P. Harmon responded to a much felt want by building and equipping a students' gymnasium on the campus. The nucleus of one of the most important of all the university's funds, the library fund, was established by Michael Reese; while the founding of an art gallery was due to the generous gift of Henry D. Bacon. In 1881, Mr. D. O. Mills, by a gift of \$75,000, established the second endowed chair in the university, the Mills Professorship of Intellectual and Moral Philosophy and Civil Polity. In 1893, Mr. Edw. Searles transferred to the university the land and buildings now known as the Mark Hopkins Institute of Art. In 1898, Miss Cora Jane Flood made over to the Board of Regents the Flood mansion, near Menlo Park.

In 1891, Mrs. Phoebe A. Hearst laid the foundation of a scholarship system in the university by the establishment of the Hearst Scholarships for Women. Six years later, when the doubling of its income was assured, the university appropriated \$3,500 annually for scholarships. Immediately this appropriation was made, Mr. Levi Strauss of San Francisco offered to duplicate it, the scholarships to be of exactly the same character with regard to income and award as those provided by the State. In addition to these scholarships, single scholarships, fellowships, and prizes have been established by various persons and institutions.

In 1898, the Phoebe A. Hearst Architectural Competition, projected with the view of securing the best comprehensive plan for a system of buildings to be erected upon the university's grounds, was opened. The contest enlisted the efforts of the foremost architects of the world. In the final competition, the first prize was awarded to Mons. E. Benard, of Paris. In accordance with the accepted plans, several buildings have been erected, and others are in course of construction. Mrs. Hearst is erecting a splendid mining building as a memorial to her husband, Senator Hearst. The State of California has constructed a President's House and an Administration Building. Mr. Wm. R. Hearst has provided the university with its Greek Theatre. Work upon a new library building, the gift of Mr. Charles F. Doe, of San Francisco, will soon be commenced.

It is impossible in this brief history to give any adequate list of the benefactions to the university. We can only recount a few of those made during the administration of President Wheeler. In 1902, Mr. D. O. Mills gave \$50,000 in addition to his original bequest for the establishment of a chair of philosophy. The endowment of another important chair—in classics—is due to the generosity of Mrs. J. K. Sather, who has given \$75,000 for that purpose. Mrs. Sather has also made over property for the establish-

ment of a law library. The construction of a physiology building, at an expense of \$25,000, has been made possible by the generosity of Mr. Rudolph Spreckels, and its thorough equipment by Dr. Max Herzstein's gift of \$8,000. An important addition to the library of political science, finance, and history has been made by Mr. Claus Spreckels' gift of \$11,675.85. Mr. H. Weinstock has presented the university with \$5,000 as a foundation fund for the "Barbara Weinstock Lecture on the Morals of Trade."

When we attempt to recount Mrs. Hearst's gifts to the university the pen fails. They are numerous beyond any possible listing, because many of them are known only to Mrs. Hearst herself. We have already recounted Mrs. Hearst's assumption of the expenses of the architectural competition and of the mining building. The president's biennial report of 1898-1900 gives the following figures for the two years recorded; in many respects they are typical of succeeding years: "The total of gifts for which figures have been given in the foregoing list (exclusive of the support of archaeological expeditions of about \$30,000 a year) is \$271,566.65. This amount is, however, far less than what Mrs. Hearst has actually expended for the benefit, direct or indirect, of the university."

During President Wheeler's administration, important changes have been made in the internal structure of the university. In 1899, a summer session was systematically organized, with an attendance of 161. In 1905 the enrollment had grown to 795. The success of the work has been so marked, especially in the intercourse which it establishes with the leading men of Eastern and European universities, that the summer session promises to be permanent. With a somewhat similar aim, a Department of University Extension has been organized, while the work of the Farmers' Institute has been largely developed. Of great importance, too, have been the careful reorganization of the Medical Department and the establishment in the Academic Colleges of a course in Law. Graduate work in the university has been organized with growing success; not only has graduate study increased, but it has become of distinctly advanced grade.

The University now comprises the following Colleges and Departments:

The Colleges of Letters, Social Sciences, Natural Sciences, Commerce, Agriculture, Mechanics, Mining, Civil Engineering, Chemistry, the Lick Astronomical Department, the Mark Hopkins Institute of Art, Hastings' College of the Law, the Medical Department, the Post-Graduate Medical Department, the Dental Department, and the California College of Pharmacy.

In this very brief account of the University's life, it has been impossible to trace, with the explicit detail that their importance

warrants, the factors and forces that have made the institution what it is. But bare as the outlines are, they may, if nothing more, serve to suggest the peculiar conditions amid which a State university is placed, the difficulties of its development, the scope of its opportunities. The University of California has not made its way without struggles peculiar to an institution that finds its support in the suffrage of the people. It is of the deepest import to the cause of public higher education that it has won its support without truckling, that it has not at any time lowered its ideals to temporary public wishes, but has held high the standard of pure scholarship. It is today without doubt a permanent factor in the life of the State, and as such, the outgoing of its influence may not be measured. With its sister university, it stands for the development of the very highest in the character of California.

H. A. OVERSTREET.

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The Relations of the College of Mining to the State, the University, and the High School

BY PROF. S. B. CHRISTY, Dean of the College of Mining.

The State

The importance of the mining industry to the welfare of a civilized nation is seldom realized by those who have not been brought into immediate contact with some phase of this important industry. It is no exaggeration to say that civilization rests upon a metallic basis. The bronze age of prehistoric times marks the first step in the emancipation of the human race from barbarism: and the discovery and introduction of each new metal has given a new impetus to all the constructive arts upon which civilization rests. But this impetus is not confined to the constructive arts alone. The metals furnished by the miner made possible the wonderful dissemination of learning which followed the introduction of the printing press; and the printing press scattered broadcast among the people the finest flowers of poetry, and the ripest fruits of scholarship and philosophy to beautify and enrich human life.

It is also true that the most civilized nations have always been the most active in exploiting the mineral wealth of the world. In fact, the development of the mining art is the surest measure of the civilization of any country. It therefore becomes a prime neces-

sity that each State should develop to the utmost the mineral wealth with which nature has endowed it.

The mineral wealth of the world differs from other natural sources of wealth in many important particulars. In the first place, the total amount of mineral wealth available in any country is limited, and there are no human means by which this amount can be increased. The natural storehouses of mineral wealth are, moreover, often difficult of discovery, and after once having been discovered, it is a matter of the first importance to every citizen that they should be skillfully and wisely utilized. Most of the product of the farmer comes, not from the soil, but from the energies of the sun and the elements contained in the atmosphere. So that a farm properly cultivated and fertilized may continue to be a source of wealth year after year; but there are no fertilizers for worked out mines, and the losses which ensue from ignorant and unskillful mining are permanent losses, which no subsequent skill can make good. Hence it follows that the wise and intelligent utilization of the mineral wealth of any State is a matter in which every citizen is directly interested; and it is not too much to say that not only the material, but the intellectual superiority of a nation depends upon the way in which this important industry is managed for the common good.

The University

These undoubted facts eminently justify the policy of most civilized States in making provision for the education of those who are to aid in the development of the mining industry. The justification of this undertaking at the public expense lies not merely in the benefit received by those who immediately profit by this instruction, but in the resulting impetus to all the activities of the State in which every citizen shares. It is for this reason that California was very wise in including in the original plan of her University, Mining, Agriculture, and the Mechanical Arts, as well as the usual courses of instruction in the Liberal Arts. California took a new departure in the organization of her University. In most European countries, the schools for the training of Mining Engineers are entirely separate and distinct from the Universities; the latter train men for the liberal arts and the sciences. The founders of the University of California, inspired by the natural freedom of their surroundings, took for their ideal, something of the motto of Ezra Cornell, that: "The University should be a place where anybody can learn anything."

When the University of California was founded on this plan, the economical advantages of the plan were at once recognized; but grave apprehensions were felt both by the friends of liberal culture,

and by those who believed in technical training, that this union of such divergent interests would work to the injury of both. The event has proved otherwise. It is true that in the early stages of the experiment there were occasional frictions arising from different points of view, but nothing has better proved the great wisdom of the founders of our University than the result which has come about in California from the free intercourse of men devoting their lives to the fine arts, to literature, to science, and to engineering and the practical arts of agriculture. Each has learned to sympathize with, to respect, and to value the aims of the others. The same happy result has followed the intercourse of students pursuing these different lines of study. The engineering students have learned that there are ends in life higher, purer, and more unselfish than the mere acquisition of wealth; and the students of liberal culture have learned something of the vigor and the earnestness of purpose which comes to students who are forced to meet the hard realities of the physical world, which they must master in order that the poet and the philosopher shall have time to devote to the higher interests of life. Those who feared for the cultivation of the liberal arts from this association have been agreeably surprised to find an increasing number of students ready to devote their lives to a study of philosophy, the fine arts, and letters; while those who feared that the engineering colleges would not be practical have been forced to admit the contrary from the success of the engineering graduates; while the latter bear with them to the ends of the earth something of the stimulus which comes from association with those who have devoted their lives to the study of the humanities.

All the engineering schools of the University have been useful to the State, and the growth of the California School of Mines has been something phenomenal. It has increased in attendance fourteen times over what it was in 1887. At the time the last complete estimate was made, it had a larger number of mining students enrolled than any other school on the American Continent, and there are now enrolled in the University of California more mining students than there were in the whole United States in 1887.

In fact, the great increase in numbers has sorely taxed the present accommodations and resources available for the mining students, but the approaching completion of the Hearst Memorial Mining Building insures ample accommodations for many years to come.

As I have been quoted as claiming that there was an excess of mining graduates in the United States above the actual need to the community, I am glad to have this opportunity of saying that I have never anywhere made such a statement; and that the contrary is the fact. There has been and is a growing demand for the min-

ing graduates of the University of California. So long as the California mining students, within a few years after graduation, are able to secure positions of trust and responsibility, with salaries which secure for them independence and even wealth, it does not look as if there was an over-production of properly trained mining engineers.

Success in mining engineering requires native powers of body, mind, and character that are rare; it also implies a long and severe course of training; for these reasons it is unlikely that there will ever be a surplus of mining engineers.

Moreover, the engineer, unlike men in other professions, creates the need that he satisfies. The successful engineer is essentially a creator. He must possess in the highest degree, a creative imagination: he must be able to find "Sermons in stones, and good in everything." He takes materials which to the ordinary eye are absolutely worthless, and finds for them new uses, creates new industries, and makes occupation for many who are to come after him.

The High School

It is a most significant fact that the organic act which created the University of California, and is now a part of the Constitution of the State, provides that the University shall be an integral part, and the crowning glory of the public school system of the State. It is to the unselfish and devoted labors of the President and Faculties of the University and the teachers of the high schools that this ideal has been so far realized; and it is to be hoped that this cooperation may ever continue, so that the poorest child of genius may find in that system, a direct road to the highest fountains of intellectual and moral inspiration.

The high school teachers have a unique opportunity of aiding in the upbuilding of the physical, intellectual, and moral interests of the State. There passes through their hands every year a much larger number of young people than can ever hope to attend the University. Hence the teacher can easily stimulate, inspire, and direct the ideals and aims of such students. Many of them are really unfit to engage in the work of the University and it is a mistake to urge them to do so. They are much happier and more useful citizens to undertake those tasks for which their native endowments have adapted them. There are others who should be encouraged to enlarge their outlook and their capacity for usefulness by attempting the University course.

The greatest waste in life comes from round men trying to fit themselves into square holes, and vice versa. No one can do more to prevent this waste of energy than the high school teacher. The greatest happiness in life comes from the spontaneous use of one's

faculties in overcoming the tasks for which one is naturally adapted. Some young men have natural gifts that fit them for poetry, the fine arts, and literature. Trying to make engineers of such men leads to a moral catastrophe and a loss, not only to the man himself, but to the entire community. On the other hand, men who have the constructive instincts of the engineer are often restless and dissatisfied, when they are forced to devote their energies too exclusively to literary work for which they are naturally unfitted.

In order to aid the teacher in his important duty of advisor, counsellor, and friend, there are one or two suggestions that may be helpful. There are certain qualities which are very essential to success in mining engineering, and those who do not possess them should be discouraged from undertaking this work.

Good physical health is the first and most important prerequisite. Without this, intellectual attainments of the highest order become fruitless. Soundness of the vital functions, and also of the organs of sight and hearing, are absolutely necessary. These matters are mentioned because frequently young men who have serious defects of vision or hearing, and sometimes, organic diseases of a serious nature, are much disappointed when they find themselves unable to meet the hardships of this profession. A certain fondness for out-door life, and an adventurous nature, are also very necessary qualities.

Among the intellectual qualities most necessary are the possession of a logical mind, a certain breadth of mental grasp, and most precious of all, a creative imagination. A thorough mastery of elementary physics, mathematics, chemistry, and physical geography—as prescribed in the entrance requirements, is absolutely necessary. When these come easy to the student, and he finds pleasure in the study of these sciences and their applications, it is a good indication of his fitness for the profession; while inability to master any of these subjects, or even a marked distaste for them, is an indication that they had better choose some other activity.

The high school is the place where the eye, the brain, and the hand should be taught to work together; and as drawing is the natural language of the engineer, it is very important that attention should be given to the method of expressing the relations of space and form.

No less essential than the purely scientific and technical requirements of the high school are the moral, the humanistic, and the literary sides of education. Moral and intellectual integrity are absolutely necessary to the mining engineer. The power to read, write, and speak one's mother tongue, clearly, logically, and forcibly, is a possession also peculiarly important to him, for he has everywhere to explain his views and opinions, not only in the dimly lighted

workings of the mine, but in the counting room of the capitalist and mine owner. As, moreover, in the practice of his profession, he is called to all parts of the world, the wider his command of the modern languages, the greater will be his power; and a knowledge of French, German, and Spanish has become almost indispensable in modern times. Moreover, training in the ancient languages, while not absolutely necessary, is always a great help, not only in the mastery of English, but also in acquiring the modern languages.

As the training of the mining engineer in college is mostly scientific and technical, it is of very great importance while he is in the high school that he should be encouraged to form a healthy taste for general reading outside his specialty. A first-hand acquaintance with the masters of the historical and literary arts is of great importance to him at a time when his tastes are being formed, and such habits, when once acquired, do more than anything else to keep him in sympathy with his kind, and prevent him from becoming a mere machine and an uninspired drudge.

Especially is it the great privilege of the high school teacher to encourage those of real ability to find that vocation for which their talents best adapt them, and to urge them never to be satisfied with anything but the best education within their reach.

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How the College of Agriculture Serves the University and the People

The Department of Agriculture or College of Agriculture of the University of California may be considered the connecting link between the people of the State and the University. No other department of the University's activities reaches closely as many people of the State as does the College of Agriculture. The work of this department reaches the homes and means of livelihood of the portion of the State's population upon which the wealth of California is largely dependent. For California is an agricultural commonwealth, and agriculture and horticulture are the very foundation of her wealth and prosperity. If the work of the College of Agriculture reaches and benefits the agricultural masses of the State, it brings them into familiar contact with the University itself, makes them realize and appreciate its importance, even from their ultra practical and utilitarian points of view; if this be true, the opening statement of this paper may be made without danger of becoming an idle boast.

It has been asserted that the College of Agriculture is the most expensive of any of the University's departments; yet its work

is badly hampered for lack of sufficient funds to carry on properly all of the various lines which the diverse conditions existing in the State render it necessary to cover.

All phases of agriculture and horticulture are carried on in California. In addition, the various lines are conducted under many different conditions of climate and soil and thus require different treatment. For example, the citrus industry is successfully carried on both in Northern and Southern California under widely varying conditions. It is the same with other branches of farming: the enormous area and great diversification of climates and soils render agricultural study and research exceedingly complex.

Few realize how great and diversified an area is represented within the boundaries of what we know as the State of California. In order to bring out forcibly what varied conditions are to be found here we have only to compare the area and extent of the State with a like area on the other side of our continent. We find that if California had been laid out on the Atlantic seaboard, she would include the entire coast line from New York City to Charleston, South Carolina, and reaching as far north as Albany; about one-half of New York State, all of New Jersey and Delaware, one-half of Pennsylvania, and nearly all of Maryland, Virginia, North Carolina, and South Carolina would be inside of the boundaries. In this region there are nine fully equipped agricultural colleges and experiment stations. In California covering an area more diverse in all respects there is only one college and station. Is it to be wondered, then, that the California college and station is the most expensive department of the University?

Some will ask: Why this tedious detail of regional diversification? Does this have anything to do with the work of an educational institution such as this college is supposed to be? The answer is emphatically, Yes. The character and scope of an agricultural college must be in keeping with the region which it represents. Climates and soils and extent of territory have no effect upon the teaching of literature, Greek, Latin, mathematics, or history. So far as these branches of learning are concerned, they may be taught in any place where proper instruction and equipment are provided. The teachers of these subjects are not at all concerned with the many intricate local problems which are continually arising in the region surrounding them. Not so with agriculture: The character of the courses offered in an agricultural college must be suited to the conditions of the region, and the teachers must qualify themselves accordingly. They must give the kind of instruction which is demanded by the students who come to them. In a State like California, education along many different special lines of horticulture and agriculture are urgently demanded. These demands must be satisfied, as the very life of the various industries

are often dependent upon a thorough scientific knowledge of them. There is, perhaps, no branch of human activity which requires such special training and knowledge as does the pursuit of agriculture under present-day conditions. The time has gone by when sheer brute force and brawn can be depended upon for success. Agriculture and horticulture are sciences—comprise many sciences—and he who desires to succeed in these branches must depend as much and more upon his brain than upon his hands. This is especially true in California, where so many intricate problems continually arise in the highly specialized branches of agriculture and horticulture.

It may be urged that general principles are the same everywhere. This is true. But the application of these principles may be quite different, and one may as well expect to produce architects or civil engineers by teaching general principles alone without any attempt to show their application, as to expect to produce competent agriculturists without special training. So it is that the work of each agricultural college becomes specialized along the lines best suited to the region which it represents. Thus in California where the agricultural and horticultural industries are most diverse the scope of instruction and investigation must likewise be exceedingly diverse.

This necessity for great diversification should not be deemed an excuse for a half-starved, poorly equipped college, but should be considered the incentive and reason for the establishment of the best possible institution of its kind. With the many farms, orchards and vineyards available for illustration and practical demonstrations, the opportunities for a really great college of agriculture are better here than perhaps in any other section of the world. All branches of agriculture and horticulture could be represented, thus making the institution an attraction for agricultural students from at least all parts of the United States.

The work of the California College of Agriculture is twofold in its nature: instructional and investigational. It must instruct the students in the general principles and their application, while at the same time it must investigate the various problems as they appear. This, then, makes the institution a double one in its nature, and it really does consist of two institutions intimately connected: the college of agriculture proper and the agricultural experiment station. These are in reality two distinct institutions, but the staff is practically the same in both; thus double duties are imposed upon its members. Nevertheless, it would be difficult for the members of the instructional staff to obtain the necessary information regarding the existing conditions without the opportunities afforded by the part they take in the investigational work of the experiment station. Moreover, the experimental work often

consists of directions and instructions given to practical farmers—thus really becoming a sort of extension work among the agricultural population.

The instructional work proper of the college is given in three ways: (1) by instruction at the University in the classroom and laboratory; (2) by extension work in agriculture at the Farmers' Institutes held in various parts of the State, and (3) by an extensive correspondence with farmers throughout the State. It will thus be seen that the University is brought into close touch with many farms and homes, including many thousands of persons. It is safe to say that in this way the influence of the University is brought to the notice of people who otherwise would have little or no interest in its existence. This influence is constantly increasing and there is a growing confidence in the University's ability to assist in solving all the great problems which arise.

It is a decided gain to the University—this inspiring of confidence on the part of the people. The University, to a great many, is considered something beyond the reach of the average man, a sort of luxury which the common people are called upon to support for the benefit of a very limited special class of citizens. There can be no doubt that the work of the College of Agriculture and Experiment Station is responsible for the change of feeling which is fast taking place. The common people are finding out that the University belongs to them quite as much and more so than to the so-called higher classes. The people are finding out that the University stands ready to help them, by placing at their disposal the staff and equipment of the College of Agriculture to assist in solving problems which often involve the very existence of their industries. Thus the peach worm, the codling moth, the pear blight, the walnut blight, the split pit of the peach, the phylloxera of the vine, the reclamation and use of alkaline soils, the improvement of the quality of our wheat, the introduction of new crops and plants for forage, for green-manure, for growth in alkaline and arid soils, the use of fertilizers in our orchards and fields, irrigation investigations—all have occupied and are occupying the attention of the staff of the college, along with special investigations relating to proper methods of practice in all branches of agriculture and horticulture.

There are two classes of students who expect to obtain instruction from the College of Agriculture. The first may be called the professional class, including those students who go to the college to fit themselves for professional and scientific work along agricultural lines—teachers, experiment station investigators, experts, and perhaps managers of large estates. The second class might be called the practical class, and in it are included the students who desire to prepare themselves for actual farm practice, who come to

college in order to obtain a sufficient theoretical knowledge to enable them to carry on their work intelligently. There has never been any question regarding the first class belonging properly within the province of the University College. There has been, however, considerable discussion regarding the second class belonging properly to the University's instruction. It has been claimed that the University standard should not be lowered to accommodate the practical students, that the University should content itself with the instruction of the professional class, teachers and experts, leaving to lower graded agricultural schools the instruction of the practical class. It is difficult, indeed, to convince the practical every-day farmers that they should be contented to see their college continue to offer instruction suitable only for high-class, scientific training while so much needs to be done for the farmers themselves. In institutions such as ours, dependent upon State support, the work must have the support of the masses or it will not receive sufficient means to carry it on properly. In order to obtain the necessary popular support, the work must be popularized by making it directly useful to those most concerned. And the way to make it directly useful in this case is to give the farmers the kind of instruction so much needed—instruction which will be of direct benefit to them in their practical operations. It seems to the writer that the University cannot afford to allow this urgent demand from the farmers to go unsatisfied. In fact, so strong has the feeling become that many have gained the idea that education along practical lines is impossible at the University or under University control, that contact with the University tends to lead away from practical life; and hence a call has been made to take the College of Agriculture away from the University and wholly out of its control. The writer does not care to argue the desirability or undesirability of this action. But there can be no doubt that the proper way to meet this movement is to show that practical instruction *can* be given under the control of this University, as is being amply demonstrated in some of the State Universities of the Middle West and the East. This kind of instruction need not detract in the least from the efficiency of the higher-grade instruction offered for professional training. Quite the reverse: It should be of distinct assistance to it. It should insure the proper practical training of the professional class.

The demands for practical instruction have been partly met in the California College of Agriculture by the establishment of, first, special courses, and later short courses, designed for those who do not care to pursue the regular course leading to a degree. These special and short courses have been more or less popular, but they

have not been as well attended as could be desired. Whether this small attendance is due to the lack of interest on the part of the farmers or to the lack of full equipment to give proper practical instruction, it would be difficult to say. Perhaps it is due to both; but certainly the equipment does not in any way compare with that at the command of other institutions where similar courses are exceedingly popular.

The appropriation by the last Legislature of funds for purchasing and equipping a University farm is the result of a desire on the part of many farmers to see that the University is properly equipped for giving practical instruction. It is hoped that the expectations for this valuable adjunct to the college's equipment will be fully realized. But it should not be forgotten that the mere provision of a farm where students will be compelled to "labor" will not solve the problem of giving adequate practical instruction. Many imagine that a great, perfect farm, where the students will be able to take part in producing good crops and well tilled fields will prove an incentive to the student and the farmers—will show them how it should be done. It is expected that all they have to do is to go out to the farm, work in the fields, in the barns, stables and dairy, in the orchards and other departments there represented, and in that way gain a knowledge of what scientific farming should be. It seems to the writer that this class of people really lose sight of the fact that the farm's function should be educational and as such should be considered and used as a laboratory—either a field or a practical laboratory, it matters not what name is given to it. Now what do we mean by a laboratory? A laboratory is a place where the student works out for himself certain laws or principles, and the application of these to certain conditions or sets of conditions. In the chemical or physical laboratory the student studies principles by a complete observation of the phenomena actually involved. This idea should be carried out as far as possible at our practical laboratory—our so-called farm. The orchards and vineyards may be cut to pieces and effectually ruined as productive places by classes in pruning, budding or grafting; farm crops may be uprooted and destroyed by classes studying plowing, or tillage of the soil; much good milk may be destroyed by students studying butter-making or cheese-making in their various phases; many animals may be over or under fed by classes learning how to feed and what to feed. All these things may not be considered good farming, but educationally they may serve the very best purpose. The students will have seen certain phenomena actually occurring; they will have been enabled to see proof positive that the theories, which are presented to them in the class-room, are based upon facts which they can observe for them-

selves. This should be the function of the farm laboratory if it is to become of value educationally.

There never was a time when the masses of our agricultural population were more interested in the doings of our Agricultural College than they are at present. From one end of the State to the other agriculturists of all classes are looking to the University for help, and the desire for education which shall better fit them for their chosen calling is most intense. The University can do nothing more certain to intrench itself firmly in the hearts of the people, can do nothing more certain to secure for it the active and hearty support of a great and influential portion of the State's citizens, than it can by meeting the demands of the agricultural masses and giving to them every facility for securing the best possible agricultural education.

ARNOLD V. STUBENRAUCH.

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The Service of the Department of Education to the State

The Department of Education of the University of California was organized in 1892. This was a time of special interest in educational progress. On October 1, 1891, Leland Stanford Junior University had opened its doors, and earlier in the same year the first of a series of High School laws had been passed which gave to secondary education in California the same stimulus that the opening of a second University gave to higher education. The time was ripe for the recognition of the science and art of teaching as a proper subject of investigation and instruction at the State University. At its first organization Leland Stanford Junior University had provided for a Department of Education, and courses were offered in School Organization and Management, Child Study, School Hygiene, and the History of Intellectual Development in Europe and America, during the first year of the University's existence. When the Department of Pedagogy, as it was at first called, was organized a year later at the University of California, the pioneer work done by the Department of Education of her sister University was cordially recognized.

This work was not confined to classroom lectures and demonstrations. One of the first duties of a Department of Education is to keep in close touch with the great body of teachers who are

actively at work in the State. Perhaps it is not too much to say that the quickening influence of these two Departments has been felt as much through their work at Teachers' Institutes and Conventions, in the Council of Education of the California Teachers' Association, and, in the case of the State University, through the participation of the head of the department in the important work of the State Board of Education, as in the definite work of providing professional training for teachers.

And there are other ways in which the Department of Education renders direct aid to those in the field. The city of San Francisco follows a course of study in its schools which was outlined by a member of the Department of Education of Leland Stanford Junior University. Its plan for a competitive examination of candidates for teachers' positions was the result of consultation with the Education Departments of the two Universities. There are many other instances which show how instinctively the superintendents of schools and others in authority turn to these departments, whether it be a question of the proper construction of school buildings, and some means of ventilation which will banish the deadly "school air," or a query in regard to the best time to introduce the study of arithmetic.

Anyone who is familiar with the trend of educational legislation in California since 1891 must have realized the growing importance of the work of the State Board of Education. In 1894 the President and the Professor of Pedagogy of the State University were made ex-officio members of this Board. In all the perplexing work of its special committees on High School teachers' credentials and State text-books the head of the Department of Education has borne a heavy share, and by his unflinching courtesy and his known integrity has won the confidence and good will of all. This paper was intended to be a mere recital of historical facts, and not at all a personal tribute to any one man. But the driest historian, in recounting the service of the Department of Education of the University of California to the State could not overlook the fact that the character of its founder has been the source of its wildest and noblest influence. So quietly and modestly has he worked that few people know the extent to which we are indebted to Dr. Brown for wise school legislation, for the establishing and maintaining of a high standard of efficiency for California high school teachers, for the revising and improvement of our State series of text-books, for innumerable suggestions of improvements in courses of study, school supervision, and methods of appointing teachers.

MAY L. CHENEY.

The Summer Session of the University

The summer school in America is of noble ancestry. It began at Penikese in 1873, and its founder was Louis Agassiz. This school lasted but one season, for its great founder died before another summer came. Yet it was a sort of Trojan horse in the cause of science and the worthy parent of a long line of summer schools beside. Louis Agassiz was essentially a teacher. He believed that it was not possible for students of Biology to study living things at long range; instead he insisted that they must go and live at the seashore, beside the material which they were examining. This thought is the prime reason for the summer school now. No matter how industrious and studious minded one may be, he cannot study to advantage away from the instruments of learning. He must have specimens, laboratories, libraries, teachers, and fellow students, if he is to make the most of his efforts. The summer school exists because a great number of people who cannot go to college nine months in the year insist upon going for six or eight weeks in the vacation period. They are usually the more ambitious and energetic men and women of their communities, who are planning to fit themselves more completely for the work which they are now doing, or to prepare themselves for work of a more advanced kind. No one sends them, they come themselves, and they know what they come for. And so it happens that the best bodies of students that our universities and colleges assemble are those that come up annually to attend their summer courses.

It is said that the summer vacation is a recent institution. In earlier days few were free to leave their work and go to school; people did not work so hard as they now do, but they worked more protractedly. There are a number of kinds of work which are seasonal in their demands, leaving the worker free for other things during the midsummer months. Some people prefer to spend this vacation period in making an effort to be idle, others use it in a sort of aimless tinkering at many things. Others go to a "summer resort," and others seek rest in a change of work amid agreeable surroundings. It is not possible for active beings to cease being active during the vacation, hence a great demand has arisen for a form of work which would be highly profitable and not overtaxing. In response to this demand summer schools have come into being and their number has grown rapidly. One other consideration which has prompted the Universities to seize this opportunity and provide instruction during what was once regarded as a period of enforced inactivity is the thought that it is wasteful to permit their buildings, grounds, laboratories, libraries, museums, etc., to stand idle for a considerable part of each year. Assume, by way of illustration, that the educational plant of a large university rep-

resents an investment of five million dollars, with interest reckoned at 4 per cent. A shut down during three months in the year represents a waste of \$50,000. The income which such a plant is expected to produce is, of course, not money, but the spread of knowledge. But it should be as active in producing its income as a commercial industry is in producing its. The summer school has amply proven that it can be even more productive during the summer months than during the remainder of the year. It may minister to a larger constituency, it may serve a more mature body of students, its instruction may be carried back and immediately put at the service of a larger number of people than it can possibly reach through its regular undergraduate classes.

The American people are hungry for knowledge. They patronized lyceum lectures as long as lyceum lectures answered their need. Lyceum lectures taught them to demand more solid instruction and the Chautauqua system was created. But now their wants have outgrown that form of instruction and the more solid and better organized courses of the college and the university have been opened to them. Statistics show that the weaker and more characterless summer schools are going out of business and that the stronger and better established ones are attracting the bulk of the students. In 1896, 251 summer schools offered instruction, in 1900 only 105 of these survived. The superior characters of these schools indicates that natural selection is working to vastly improve this form of education. The summer session at the University of California was established in 1899 and it is now one of the regular features of the University's activity. Courses are offered in practically all the general culture departments. In 1905 instruction was given in Philosophy, Psychology, Education, Law, History, Music, Greek, Latin, English, German, French, Spanish, Mathematics, Physics, Astronomy, Geography, Chemistry, Zoology, Physiology, Mineralogy, Civil Engineering, Drawing, Agriculture, and Horticulture, Entomology, Physical Culture, and Domestic Science.

These courses were conducted not only by members of the regular University Faculty, but by a number of well-known men of letters and of science from Eastern Universities and from Europe. Indeed, the University of California prides itself upon its summer session faculty and is in the habit of assembling at Berkeley a more distinguished company of teachers than any other American University succeeds in bringing together. Two or three European scholars of the first rank are invited to be present each year, and six or eight of the most able professors from other American Universities are usually to be found in the teaching force beside them. The faculty for 1905 numbered 74 instructors. Not only is instruction offered in most of the subjects which are pursued in the

general culture colleges, thus meeting the wants of all who may apply for that kind of work, but courses are given also in practically every subject which is taught in the elementary or secondary schools of the State. These courses are intended to meet the wants of teachers of every grade. The University of California cannot serve the people more adequately than by doing all in its power to assist and further the work of the teachers in the public schools throughout the State. There is nothing that it is more desirous of doing than this. It accordingly provides numerous and rich courses of study designed expressly for teachers, selects the best instructors it can find to conduct them, and organizes an observation school where they may see the best methods of teaching in use. The teachers are invited to come, they are urged to come. They need not be afraid that they are not sufficiently prepared to take up the work which is offered, it will be arranged to meet their needs. Everything is done that can be done to make them at home there. The summer session perhaps has not had the publicity which it deserves. It should draw heavily from every quarter of the State. It should be a place of assemblage for the teachers, students, and others who are interested in learning, of the entire Pacific Slope. Its superior advantages of location, climate and instruction should, if it were well known, attract 1,600 or 1,800 students instead of 800 or 900 as in the past. Nothing but ignorance of the rich opportunities it offers can account for the fact that more people have not embraced them. Next year it will co-operate with the National Educational Association and hundreds of teachers will come from the East, from neighboring States, from California, and perhaps even from Hawaii, to combine a period of study at Berkeley with attendance upon the meetings of the association. Three of the foremost educators of Europe have already been invited and a better program of courses than has ever before been arranged will soon be issued.

E. C. MOORE.

* * *

What May Be Seen at the State University

Visitors to the University of California, arriving on the Southern Pacific or Key Route trains, enter the University grounds at the Center street entrance. As one advances into the grounds, along the path which leads to the library, the Botanical Garden lies at the left. Beyond is the grove of massive old trees known the world over as the Berkeley Oaks. The most famous of these is the "Le Conte Oak," dedicated by the class of '98 to President

John Le Conte and Professor Joseph Le Conte, of blessed memory. After crossing the bridge which spans Strawberry Creek, a stream dry throughout the summer, but during the heavy rains of winter a roaring torrent—the football monument comes into view. This bronze group, "The Football Players," is the work of Douglas Tilden. It was offered by Mayor James D. Phelan of San Francisco as a prize to be competed for by the football teams of Stanford University and the University of California in a series of games, and was won by the University of California.

Just south of "The Football Players" stands the gnarled old Senior Oak. Here the seniors of each year begin their class day pilgrimage to North Hall steps, the library and other beloved spots on the campus, to say good-bye, undergraduates no longer.

Just across the path from the football statue lies the Berkeley Oval, on which the intercollegiate track meets between Stanford and California are held on alternate years, the meets being held at Stanford one year and at California the next.

East from the football statue, the first building on the right is the Harmon Gymnasium, which houses physical culture and the armory. The University of California is one of the colleges endowed by the national land grants. Drill, in historical consequence, is compulsory for the men of the freshman and sophomore classes. The Harmon Gymnasium has locker and bathing facilities for the 1,521 men of the university. It is the one great hall on the campus and is used for university meetings, student rallies, lectures, and for many of the occasions when it is necessary to accommodate any large portion of the student body.

Directly east of the Harmon Gymnasium is the temporary building used for the laboratories and the original research work of the Department of Entomology.

Perhaps the most conspicuous building in view from this point is California Hall, a new granite edifice in the immediate foreground, the first of the buildings of the permanent plan. California Hall is the administration building, and contains the offices of the President, the Secretary of the Regents, the Recorder, the Appointment Secretary, the Director of University Extension, the Advisor, the Medical Examiner, and the Deans. In addition to these offices, there are a number of recitations rooms for history and economics, and a lecture room seating five hundred persons. California Hall is fireproof, being built of granite, steel, and cement throughout.

The ivy-colored building on the right, and further up the hill, is South Hall, the former home of the executive offices of the uni-

versity, now given over to laboratories and recitation rooms for physics, geology, mineralogy, and palaeontology.

Directly north, and very similar in appearance, stands old North Hall, the oldest and most beloved building on the grounds. To this building cling some of the dearest traditions of the student body of the university. On the southeast steps the seniors gather every Thursday night, shortly after the dinner hour, and sing the college songs. There is a tradition that no woman student of the university shall use them to enter or leave the hall, and it is only occasionally that an unduly independent or unwise young woman may be seen taking a short cut up or down these steps, if no men chance to be near. What would happen in case this should be attempted when the steps are filled with men no one can say, for so far no venturesome woman has attempted to find out.

In the basement of North Hall is a fully equipped store, owned and operated by the students, under the guise of "The Students' Co-Operative Society." This store started in a very modest way a number of years ago, by ordering books which could not be obtained at the stores in San Francisco. The business has developed until last year the "Co-op" did a business of \$52,468.03. Their stock includes everything from school materials to souvenir postal cards, athletic goods, and candy.

South of South Hall is the Agricultural Building. The Department of Agriculture of the University has its headquarters in this building, which contains a number of laboratory rooms, together with a vast quantity of material gathered by the department, illustrating the agricultural conditions of the State. In addition to the work on the Berkeley Campus, the Department of Agriculture maintains a number of experimental stations in different parts of the State. "Short courses" in agriculture are given each year. These courses last six weeks, and each day is given to a careful consideration of some particular subject affecting the agricultural interests of the State. The sessions are attended by many horticulturists and farmers. A model creamery is conducted in the basement of the Agricultural Building, where dairying experiments are conducted. The University conducts its own dairy experimental farm in the canon back of the campus.

The small structure just east of the Agricultural Building houses the State Hygienic Laboratory, where work in bacteriology and the examination is made of pathological material from all parts of the State and investigations pursued for the protection of public health.

Conspicuous by its position and the prominence of its clock tower, the University Library Building is one of the first buildings

to attract attention. The library contains one hundred and forty-four listed volumes, beside a great quantity of material which has not yet been catalogued. It is open from eight a. m. to ten p. m., on week days, and from nine a. m. to five p. m., on Sundays.

South of the Library Building is the building occupied by the Botanical Department. Directly north is another small wooden building, the home of the Department of Philosophy. The old Mining and Civil Engineering Building lies northeast of the library. These quarters are now cramped, and the Department of Mining looks forward to the occupation of the Hearst Memorial Mining Building, which lies directly north. This building was given to the university by Mrs. Phoebe A. Hearst as a memorial to her husband, the late Senator George Hearst. The building itself, when completed and ready for occupancy, will represent an outlay of over a half million dollars, and the apparatus and equipment will be of the best.

West of the Hearst Memorial Mining Building is the Mechanics' Building.

The large wooden building north of the library is East Hall, used for physics, zoology, and drawing. The rambling, ivy-covered brick structure farther east is the Chemistry Building, of much interest to visitors.

The natural architectural glory of the Greek Theatre is enhanced by the beauty of the grove of eucalyptus, just beyond the Chemistry Building, which surrounds it on every side. Sunday afternoon at four o'clock, a "Half-Hour of Music" is open to the public, and the attendance is usually of from five thousand to six thousand people.

On the knoll west of the Mechanics' Building is the Students' Observatory, equipped with several telescopes and other apparatus for instruction and for research.

North of the observatory, on the edge of the campus, is the new president's house, built by the university and the State.

Southward, the campus extends beyond Strawberry Creek to Bancroft Way. Nestling among the oaks of Strawberry Canon is the picturesque Faculty Club, while just beyond is Senior Hall, a building being constructed by members of the university for the men of the Senior Class.

South of Strawberry Canon, the first shingled building is the Rudolph Spreckels Physiological Laboratory, in which Professor Jaques Loeb and his associates conduct their experiments.

East of the Spreckels Laboratory is a small building which contains the very interesting collection of plaster casts of classical

statuary which Mrs. Hearst has given to the university. The collection is open to visitors from nine to twelve, and from two to five daily.

In the middle of the Hillegass Tract is California Field, surrounded by big wooden bleachers erected by the Associated Students of the University. The lower portion of the Hillegass Tract is used as a drill ground for the University Cadets.

On the far eastern edge of the Hillegass Tract is Hearst Hall, given to the University for the use of the women students, by Mrs. Hearst. The first floor is used as a sort of club rooms for the women. There is a completely furnished kitchen at one end of the building. Upstairs is an auditorium and stage.

For those who are ambitious climbers, the tramp up the hill immediately back of the University, to the big cement "C," built by the freshman and sophomore classes in the spring of 1905, is a journey worth taking. Below expands one of the most beautiful of panoramas. The University campus is the immediate foreground, Berkeley lies just beyond, North Berkeley at the right, a broad margin of homes, between the hills and the bay, extending on the left into Oakland and beyond San Francisco Bay, with the Golden Gate straight westward.

Not all of the buildings of the University are at Berkeley. In San Francisco the Mark Hopkins Institute of Art offers an opportunity of spending an agreeable afternoon. There in the Hopkins Mansion is a collection of paintings, statuary, and other works of art. It is open from 9 A. M. to 4 P. M. each day. The admission fee is twenty-five cents, except on the first Friday of each month. On this day the admission is free. The building and its adjuncts are used by the California School of Design, the training school of some of the best California artists of the younger generation.

Farther out, above Golden Gate Park, stand the three Affiliated College Buildings for Medicine, for Dentistry, and for Pharmacy. The westernmost building contains the collections in Anthropology and Archaeology given to the University by Mrs. Hearst. They represent an expenditure of over four hundred thousand dollars. The museum is open to the public from 9 A. M. to 4 P. M.

The Lick Observatory at Mount Hamilton is also a part of the University of California and is one of the points of interest to all visitors to the State of California. It is reached by a twenty-five mile carriage ride from San Jose.

E. R. HALLETT.

Some Facts About the Schools of Berkeley

Perhaps there is nothing that indicates the increase of population in the community more than the increase in the number of children attending the public schools. The enrollment for the month ending Nov. 20, 1903, was 3,692; Nov. 25, 1904, 4,049; Nov. 17, 1905, —. The school census for the last four years giving the number of children between the ages of 5 and 17, is as follows: April, 1901, 3,377; April, 1902, 3,717; April, 1903, 3,910; April, 1904, 4,454; April, 1905, 4,840. The estimate at the present time is about 5,200. It will be seen from these figures that the normal increase in the school census and the enrollment would demand an increase of from 8 to 10 additional teachers each year. At the present time there are employed in the Berkeley School Department 116 teachers and principals, 25 of whom are in the High School.

The enrollment in the High School is abnormally large, there being over 800 for the present term. The enrollment during the second term of the present school year will exceed 900, as a class of 30 will graduate, and at least 150 will enter from the grammar grades. The personnel of the teaching force in Berkeley is far above the average. Very many of the teachers are either University graduates, or graduates of normal schools either in California or in some other state.

The department has been seriously handicapped for want of suitable rooms for accommodating the pupils who apply for admission, but with the additions to the buildings which are nearly completed and the consolidation of the smaller schools with the larger, and the erection of two new grammar school buildings of 16 and 12 rooms respectively, there will be ample room for several years.

A proposition will soon be submitted to the people for bonding the town in the sum of \$100,000 for the purpose of establishing and equipping a strictly first-class Industrial High School. The demand for this school is more apparent when we consider that the present High School building was equipped for not more than 650 students and that the number after the holidays will be at least 50 per cent. more than that. The preliminary steps have been taken for securing a new High School and all that remains is for the people to ratify the proposition at the polls. The present High School prepares students for every department at the University. During the last school year, 72 different High Schools were represented among the students in the Berkeley High School,

and over 200 students entered the school that had never attended any grade of the Berkeley schools before.

In addition to the public schools there are numerous private schools, which afford most excellent advantages for parents who wish to educate their children in this way.

S. D. WATERMAN.

* * *

The Berkeley Meeting

OFFICERS FOR 1905

President	James A. Barr, Stockton
Vice-President	F. E. Brownell, Gilroy
Vice-President	C. C. Van Liew, Chico
Secretary	Mrs. M. M. Fitzgerald, 405 Fillmore St., S. F.
Assistant Secretary	Miss A. G. Kelly, San Francisco
Railroad Secretary	F. K. Barthel, San Francisco
Treasurer	Philip Prior, San Francisco

LOCAL EXECUTIVE COMMITTEE

S. D. WATERMAN,	City Superintendent of Schools, Chairman.
Dr. F. B. Dresslar	Department of Education, U. C.
James Sutton	Recorder of the Faculties, U. C.
Frank I. Naylor	Cashier First National Bank
Fred M. Clark	Sec'y Homestead Loan Association
Walter P. Woolsey	Little & Woolsey
Roy J. Young	High School
E. E. Nichols	Principal Lincoln School

ACCOMMODATION COMMITTEES

BERKELEY.

Geo. D. Kierulff Clinton E. Miller W. B. Clark

OAKLAND.

Geo. W. Frick S. G. S. Dunbar Miss E. M. Sherman

SAN FRANCISCO.

Supt. W. H. Langdon F. K. Barthel Dr. Percival Dolman

General Sessions

The Berkeley Meeting will begin on Tuesday, December 26th, with sessions of the Council of Education and of various departments. Owing to the heavy attendance already pledged, general sessions will be held in both Berkeley and San Francisco. General sessions will be held in Berkeley on the afternoons of Wednesday and Thursday, in San Francisco on Tuesday, Wednesday and Thursday. All department meetings will be held in Berkeley. All business matters will be brought before the general session held in Berkeley.

The general sessions will be devoted to inspirational talks by speakers of State and National reputation, to questions of policy in the re-organization and future management of the Association and to teachers' interests. The introductory address at the general session held in Berkeley on Wednesday afternoon will be given by President Benjamin Ide Wheeler of the University of California, on "The Relation of the Parts to the Whole in California Education." (The relations of the elementary schools, the high schools, the normal schools, the technical schools, to one another and to the University of California). An address on a topic of such absorbing public interest will be one of the features of the session. Among the other speakers who will take part in the general sessions are Superintendents L. D. Harvey of Wisconsin, A. E. Winship, Editor of the *Journal of Education*, Boston; Dr. A. C. True, Director of Experiment Stations, U. S. Department of Agriculture, Washington, D. C.; J. H. Ackerman, Supt. of Public Instruction, Oregon, and A. H. Suzzalo, of Stanford University. Efforts are also being made to secure Luther Burbank, Superintendent W. H. Maxwell of New York City and Dr. Frank McMurry of Columbia University.

Exhaustive and valuable reports are in course of preparation by various Committees of the Council of Education. After consideration by the Council, these reports will come before the Association for final action.

THE DEPARTMENTS

The Berkeley Meeting will be conducted in a business-like way. The programs of the various departments will be arranged in so far as possible in accordance with the following suggestions:

1. Each department session to begin at 9:30 a. m. sharp, and to close at 12 m.
2. Each morning session to be divided into two seventy-minute periods, with a ten-minute recess between, the recess to permit

teachers who so desire to change from one department to another.

3. Th first seventy-minute period to close exactly at 10:40 a. m., so that superintendents and teachers may be able to plan their daily programs, may absolutely depend upon the time schedule and may change from one department to another without causing confusion by leaving or entering any department at any time other than the stated recess.

4. Each seventy-minute period to have a paper, report or talk of twenty (or at most thirty) minutes, the remainder of the seventy minutes to be taken up in discussion.

5. From two to four persons (and preferably one each from various sections of the State) to discuss the paper, report or talk, each discussion to take such time as may be previously assigned by the department president (possibly five minutes each). Each to be furnished at least two weeks in advance of the meeting with either a typewritten copy of the paper to be discussed or an abstract of its principal points.

6. After formal discussion (which should be oral) the remainder of the seventy minutes to be for open discussion. If possible, a number to be provided in advance with abstracts of the paper so that (1) discussion may be assured and (2) many interested.

7. Each department to secure, for at least portions of the program, speakers who have not heretofore appeared before the Association.

8. Each department to secure, for both papers and discussion, speakers from all sections of the State (Northern, Central and Southern California, the coast counties, the bay cities and counties). Women to have representation on the program.

9. Each department to have its program completed between November 1st and November 10th, to be forwarded to the president of the Association complete (including the names and residences of all down for discussion) not later than November 10th.

10. Presidents to know in advance the contents of each paper or report coming before their respective departments; to have a distinct understanding with all speakers as to time allowance; to time all speakers; to hold all discussion to the point so that aimless, wandering talk may be avoided; to see that abstracts of all papers are mailed by December 15th to those who are to discuss them; to have, if possible, seven copies of each paper or report filed with the secretary of the departments (six for the press, one for the Proceedings).

11. Secretaries of departments to secure (if possible) at the beginning of each morning session, seven copies of each paper or

report (six copies for the press and one for the Proceedings); to keep a careful record of the proceedings of the department; to place such record (written on but one side of letter-head size paper, ready for the printer) and one copy of each paper or report in the hands of the secretary of the Association by January 6, 1906.

SOME SPECIAL PROGRAMS

State Farmers' Institute

There is keen interest among California farmers in all measures looking toward revision of the curricula of rural schools to provide for elementary work in natural science and rural industries. To give the farmers an opportunity to meet the teachers and to join with them in a progressive movement along the line indicated, Professor Wickson, who has charge of the University Extension work in Agriculture, has called a State Farmers' Institute to assemble at the University of California on December 27, 28 and 29. A detailed program of the sessions will be ready about December 5th. It is planned that the Department of Nature Study and Agriculture of the California Teachers' Association and the State Farmers' Institute, will hold joint sessions on the forenoon of Wednesday, Thursday and Friday, and that the speakers will be drawn partly from the pedagogical and partly from the agricultural side. Discussions will represent both points of view. The farmers greatly desire this opportunity for conference with teachers upon subjects which they consider of supreme importance socially and industrially, and a large attendance, in the agricultural interest, is anticipated. During its separate sessions the State Farmers' Institute will hold distinctively agricultural and horticultural discussions in which all teachers are cordially invited to participate.

Department of Nature Study and Agriculture in Joint Session with State Farmers' Institute

President.....W. J. V. Osterhout, Berkeley
Secretary.....Edward Hughes, Stockton

Tuesday P. M., Dec. 26, Room 1, Botany Building.

Demonstration of Experimental Methods in Nature Study and Agriculture—Prof. W. J. V. Osterhout, Berkeley.

Wednesday A. M., Dec. 27, Hearst Hall.

Address (20 minutes)—Benjamin Ide Wheeler, President University of Cal. “Experiments in Agricultural Education in This and Other Countries. What They Should Teach Us.” (50 minutes)—L. D. Harvey, Supt. Stout Training Schools, Menomone, Wis. Recess. Discussion of Supt. Harvey’s paper, (each speaker 10 minutes)—Edward F. Adams, Editorial Staff San Francisco *Chronicle*; Supt. T. O. Crawford, Oakland; Leroy Anderson, Director Cal. Polytechnic School, San Luis Obispo. General discussion (30 minutes).

Thursday A. M., Dec. 28, Hearst Hall.

“Why the Friends of Agricultural Progress Believe That Agriculture Should be Taught in the Public Schools,” (45 minutes)—A. C. True, Director Office of Experiment Stations, U. S. Dept. of Agriculture, Washington, D. C. Address (25 minutes)—His Excellency, George C. Pardee, Governor of California. Recess. “School Gardens” (35 minutes)—B. M. Davis, Chico Normal School. Discussion (each speaker 8 minutes)—Supt. D. T. Bate- man, San Jose; Supt. Edward Hyatt, Riverside; Miss Bertha Chap- man, Supervisor of Nature Study, Oakland. General discussion (10 minutes).

Friday A. M., Dec. 29, Hearst Hall.

“Concerning Common Sense Ways of Interesting School Chil- dren in Nature Studies Relating to Agriculture.” (45 minutes)— John Swett, Martinez. Discussion (25 minutes), opened by O. P. Jenkins, Stanford University. Recess. “The Industrial Use of the Imagination” (35 minutes)—E. J. Wickson, Berkeley. Discussion (25 minutes), opened by Superior Judge Peter J. Shields, Sacra- mento.

Council of Education

Session in Philosophy Building.

President.....Superintendent E. Morris Cox, Santa Rosa
Secretary.....Superintendent J. W. McClymonds, Oakland

Tuesday Morning, December 26, 1905.

Report of Committee on “The Development and Maintenance of Professional Standards Among Teachers”—Mr. Allison Ware, San Francisco State Normal School, Chairman. Report of Com- mittee on “High School Training—A Preparation for Life and

Not Scholastic"—F. F. Bunker, San Francisco State Normal, Chairman.

Tuesday Afternoon, December 26.

Report of Committee on "Tenure of Office of Teachers, Laws Relating to the Same, and How Tenure May Be Improved"—Professor Ellwood P. Cubberly, Stanford University, Chairman. Report of Committee on "State Teachers' Reading Circle"—Miss Kate Ames, Supt. of Schools, Napa County, Chairman. Business Session of Council.

Wednesday Morning, December 27.

Report of Committee on "Training of Teachers for Country Schools"—Miss Minnie Coulter, Supt. of Schools of Sonoma Co., Chairman. Report of Special Committee on "Supervision of Rural Schools"—Supt. J. B. Davidson, Marin County, Chairman.

Department of School Boards and School Trustees

Sessions in the Observatory.

President.....Thomas J. Kirk, Sacramento
 Vice-President.....R. M. Shackelford, Paso Robles
 Secretary.....Miss Ellen A. Lynch, Red Bluff

Wednesday Morning, December 27.

"Model Plans and Specifications for Country School Houses"—W. H. Weeks, Watsonville. "School Furnishings and Decorations"—Robert Furlong, San Rafael. "Improvement of Grounds"—E. W. Hyatt, County Superintendent of Schools, Riverside. "Model Plans and Specifications for City School Buildings"—J. W. McClymonds, City Superintendent of Schools, Oakland. General discussion. Recess. "School Sanitation and Hygiene"—George C. Pardee, M. D., Governor. "Boards of Health in Their Relation to the Public Schools"—N. K. Foster, M. D., Sacramento. "School Supplies, What and How to Purchase"—John S. Dore, Fresno. "How Should High School Text Books be Adopted and Supplied?"—E. B. Martinelli, San Rafael. General discussions led by A. J. Pillsbury, Sacramento; J. A. Green, Sacramento; O. P. Jenkins, Stanford University; Joseph O'Connor, San Francisco.

Thursday Morning, December 28.

"Supervision and Visitation by School Boards"—Chester H. Rowell, Fresno. "Creating Public Sentiment in Favor of Public

Schools"—Parents, Press, Pulpit—S. C. Evans, Riverside. General discussion led by J. W. Atherton, San Rafael. Recess. "The Public School System From the Standpoint of a State Superintendent"—J. H. Ackerman, State Superintendent of Public Instruction, Salem, Oregon.

Friday Morning, December 29.

"The Selection and Employment of Teachers"—Thomas L. Heaton, Deputy Superintendent of Schools, San Francisco. "Professional Training, Normal, College, etc."—J. F. Millspaugh, Principal State Normal School, Los Angeles. "Testimonials, Why Given? By Whom Given? Writer's Means of Knowing Applicant. Reading Between the Lines, etc."—E. P. Cubberley, Department of Education, Stanford University. General discussion. "Experience, Amount and Kind Required"—F. E. Farrington, Assistant Professor of Education, University of California. "Selecting From Teachers Who Apply vs. Searching for the Right Person"—E. E. Keech, Santa Ana. "Competitive Examinations and Probation"—Alfred Roncovieri, S. San Francisco. General discussion led by S. T. Black, Pres. State Normal School, San Diego.

County Board Organization

President..... P. M. Fisher, Oakland
 Secretary..... A. A. Baily, Martinez

Tuesday Afternoon, December 26.

Report of Committee on "The Certification of Teachers by County Boards"—Supt. J. F. Barbee, Ukiah (Chairman); J. E. Blanchard, Folsom; C. N. Shane, Auburn; Mark Keppel, Los Angeles; Mrs. N. E. Davidson, Hanford. General discussion. Recess. Report of Committee on "The Relation of County Boards to High Schools"—E. E. Brownell, Gilroy (Chairman); Will C. Wood, Fairfield; Adolph Bacher, Salinas. General discussions.

Thursday Afternoon, December 28.

Report of Committee on "The Composition of County Boards"—Supt. Jas. B. Davidson, San Rafael (Chairman). General discussion. "Report of Committee on Promotions by County Boards"—W. A. Kirkwood, Concord (Chairman); J. J. Zielan, Santa Ana; Miss A. M. Cole, Madera; Miss Anna Porterfield, Ukiah; Duncan Sterling, Salinas; J. B. Wootten, Lodi; Thomas Downey Modesto. General discussions. Recess. "Rural School Supervision"—review of the report submitted to the Council of Education—Supt.

Mark Keppel, Los Angeles (Chairman); Jas. B. Davidson, San Rafael; Jas. Slaven, San Juan; A. A. Bailey, Martinez; J. H. Willms, Crows Landing; Miss Kate Ames, Napa; Miss Ellen A. Lynch, Red Bluff; C. W. Ward, Yuba City; Miss Minnie De Velbiss, Woodland.

High School Teachers' Association

FIFTH ANNUAL MEETING

President.....A. W. Scott, San Francisco
 Vice-President.....W. M. Mackay, Chico
 Secretary-Treasurer.....G. W. Wright, Centerville

There will be three sessions, all held in the forenoon, at 9:30 A. M. Those on Wednesday, December 27th, and Friday, December 29th, will be held in California Hall; that on Thursday, December 28th, will be a joint one with the Elementary Teachers' Association, and will be held in Harmon Gymnasium.

All High School teachers are urged to attend the three forenoon sessions, as matters of vital importance, both general and special, will be discussed. There will be special sessions of the sections in English, Classics, Mathematics, Physics and Chemistry, Physical Geography, Commercial Work, Modern Languages, etc., held at times not interfering with the work of the High School Association.

The following is an outline of the work of the forenoon sessions:

Wednesday, Dec. 27th, at 9:30 A. M., California Hall—Opening address by the President, outlining the work done by the Executive Committee during the past year; reports of the committees appointed at the last session; new business; discussion of the topic, "The Four Years' Commercial Course"; principal speakers, James Fergusson of San Francisco and Henry R. Hatfield of the College of Commerce of the University of California; this will be followed by an informal discussion. (See page 2).

Thursday, Dec. 28th, at 9:30 A. M., Harmon Gymnasium. A joint session of the High School Teachers' Association and the Elementary Teachers' Association. C. L. Biedenbach of Berkeley will be chairman. General subject: The relation between the elementary work and secondary work. Topic 1: Historical Review of the recent discussions—Mr. Herbert Lee of Mountain View. Topic 2: The present situation, and the attempts at its solution—C. E. Rugh of Oakland. The discussion of the papers will be opened by Elmer E. Brownell of Gilroy, A. E. Kellogg of San Francisco, Mrs. L. A.

Maxwell of Napa, and others. It is hoped that there will be a full and frank discussion of this far-reaching subject.

Friday, Dec. 29th, at 9:30 A. M., California Hall. This session will be devoted to a consideration of Student Activities, particularly Fraternities and Athletics. Following the discussion of these two topics, any time remaining will be given to Debating.

Papers presented at the last annual meeting by Miss L. M. Bridgman on "The School as a Social Center," by Principal James H. Pond on "Class Meetings and Fraternities," and by Mr. Perry Thompkins on "Athletics," will be reviewed, the general discussion being opened by Mr. Geo. A. Merrill, Principal of the Lick and Wilmerding Schools.

The Fraternity question will be dealt with through the presentation of resolutions, such as the following:

It is unprofessional for a high school teacher or principal to accept membership in a student fraternity.

Judicial opinions having been rendered to the effect that high school fraternities are not within the jurisdiction of school authorities, they should not be domiciled within the school buildings or accorded recognition of any sort. The exhibition of fraternity charters on the walls of the school is especially objectionable.

Since these resolutions will call for a formal vote of the High School Teachers' Association, it is expected that there will be no lack of argument and discussion. Frank Tade, Principal of the Sacramento High School, has expressed his willingness to participate.

The subject of Athletics will be considered from the viewpoint of local conditions. The following men, all of whom have been active in the work of the Academic Athletic League, have promised to take part: W. A. Brewer, Head Master of St. Matthew's School, San Mateo; Alfred V. Skaife, President, and Will L. Potts, Secretary of the A. A. L.; John S. Drew, Principal of the San Rafael High School; John M. Brewer, Instructor of Mathematics in the Wilmerding School and Vice-President of the A. A. L.

The work of the Association will conclude with the reports of committees and the election of officers for the next year.

Teachers are urged to join the sections of the subjects which they teach, as the programs promise to be of unusual interest.

As the Berkeley meeting promises to be an unusually large one, many high school teachers will attend who have not been present at any of the former meetings of the Association. They will have an opportunity of learning what the Association has accomplished for the cause of the High School, and what it aims to do. We need the educational, moral and dynamic help of all the high school teachers of the State.

SOME INNOVATIONS

The Year Book of Membership.

The evening in honor of that dean of schoolmasters, John Swett.

Few evening sessions will be held; perhaps none.

All formal welcoming addresses and responses will be omitted.

Short, crisp papers with ample time for discussion will be the rule.

The usual annual address of the President of the association will probably not be heard at the Berkeley Meeting. "Works" rather than "words" seem to be the idea of the presiding officer.

THE YEAR BOOK

Immediately following the Berkeley Meeting it is proposed to issue a "Year Book of Membership" containing a brief history of the California Teachers' Association, the Constitution of the Association, an account of the Berkeley Meeting and the names of members classified by counties, the proceedings to be issued as usual in a separate book. To make the "Year Book" of real value to school trustees, superintendents and teachers, it is proposed to publish with each name the following data: Present position (city, town or district, county, position); home address.

The list of members from each county or city will be headed by the names of the Superintendent of Schools and the Board of Education (County or City), followed by the names of principals and teachers arranged either by schools or in alphabetical order.

The "Year Book" will be mailed free to all members. Copies will also be sent throughout California to Boards of Trustees, Boards of Education, etc.

HOSPITALITY

Both Berkeley and the University authorities propose to make Christmas week a most pleasant one for the visiting teachers, school trustees, librarians and agriculturists. An Executive Committee consisting of Supt. S. D. Waterman (Chairman), Dr. F. B. Dresslar, and Messrs. James Sutton, Frank L. Naylor, Fred H. Clark, Walter P. Woolsey, Roy J. Young, and E. E. Nichols have been appointed to take charge of all local arrangements. The numerous halls and class rooms on the university grounds have been placed at the disposal of the Association by President Wheeler. The Executive Committee is now at work perfecting all details for the comfort and convenience of members of the Association. A canvass

of the city is being made to secure reduced rates on all available rooms for such teachers as may wish to spend the week in Berkeley.

ACCOMMODATIONS

The local Executive Committee has made a canvass of the hotels, fraternities, students' boarding houses and homes of Berkeley to secure accommodations at a low rate for such teachers as may care to spend a few days in the University City. Headquarters for county delegations may be secured at reasonable rates.

Those desiring accommodations in Berkeley should address Geo. D. Kierulff or Supt. S. D. Waterman at once. Rooms with board in Berkeley can be secured at from \$1.25 to \$2.00 per day. If any large number of persons desire accommodations in the same house, they can probably secure the same to better advantage in either Oakland or San Francisco. Those wishing accommodations reserved in Oakland or San Francisco should address Geo. W. Frick, Oakland, or Supt. W. H. Langdon, San Francisco. The lowest possible rates will also be secured in both Oakland and San Francisco. With such an immense attendance, it is not desirable that superintendents make arrangements in advance for accommodations.

ENROLLMENT COMMITTEES

Each County and City Superintendent of Schools, each Supervising Principal and the President of each College, Normal School or other educational institution in California is appointed as an "Enrollment Committee of One" to secure memberships for the California Teachers' Association, with power to appoint as many assistants as may be necessary. Any number of membership certificates may be obtained from the President of the Association. The Chairman of each Enrollment Committee should make a complete report (both forms and dues) to Mrs. M. M. FitzGerald, Secretary of the Association, not later than Wednesday, December 27, 1905. However, all Enrollment Committees are urged to report a complete Advance Membership by December 16th and earlier if possible.

Under the Constitution, "All persons who are now, and who may be hereafter officially connected with the public or private schools of the State, or interested in the cause of education, may become members of the Association by paying the annual fee of One Dollar." Notice particularly that all "interested in the cause of education" (and who are not?) are eligible to membership. Memberships may be taken out by such institutions as libraries, colleges, normal schools, school districts (when approved by the County Board of Education), private schools, etc.

Library Department Exhibit

During the session of the Library Association of California there will be an exhibition of Forms, Blanks, Bulletins, Reading Lists, etc. loaned by a large number of the leading libraries of the United States. The Library Exhibit will be displayed at the headquarters of the Library Association.

Of special interest to those engaged in educational work will be the "Picture Bulletins" of which there is a great variety, some the skillful work of brush or pencil and others the clever and artistic arrangement of pictures cut from magazines, etc., within reach of every librarian and teacher in the country.

The idea usually vaguely expressed in the title of a book becomes real and lifelike in a clever illustration of its subject, hence the use of "Picture Bulletins" to stimulate readers to select good books.

To illustrate "Where shall I spend my vacation?" will be the subject of three bulletins, consisting of pictures of points of interest in the Yosemite Valley, attractively arranged, suggesting books descriptive of that region by John Muir and others; pictures of the seashore and a list of books on shells, marine life, etc.; pictures of streams and woods, suggesting "a booke and a shady nooke," with lists of books by Thoreau, Burroughs, and others.

A large picture of Watt's "Sir Galahad," the noblest and purest knight of the Round Table, will interest them in the stories of the "Knights of King Arthur" and the "Holy Grail." "An Indian, or Redskin" bulletin, pictures of famous chiefs of the different tribes, arrows, Indian blankets, etc., are displayed. Among the books chosen, Grinnell's "Story of the Indian," Custer's "Boots and Saddles," Janvier's "Astec Treasure House" and Wade's "Ten Little Indians," Stoddard's "Two Arrows" and "Talking Leaves," for the little people, will be eagerly read.

Many other subjects will be illustrated in a similar manner, and the exhibition cannot fail to suggest valuable ideas to visiting librarians and teachers. It may be stated that this collection was originally formed for exhibition at a recent meeting of the C. L. A. at Bakersfield. The samples of work submitted were so much in advance of methods in general use that it was decided to retain them for exhibition at the Berkeley meeting, the libraries loaning the various exhibits having kindly consented to this arrangement.

The State Library will have on exhibition a sample traveling library, a study club library, a library of Californiana, etc. The special work with the blind throughout the State will be shown. The exhibit will illustrate the card index system of cataloguing books and newspapers. A collection of State Library publications, views of the library, catalogues, etc., will also be shown. An attendant

of the State Library will be in charge of the exhibit to explain the workings of the traveling library system, the work with the blind, etc.

* * *

The Library Association of California

The Library Association of California will meet jointly with the teachers at Berkeley. There is to be a separate library section, which will hold three sessions on the mornings of the 27th, 28th, and 29th. Teachers and librarians will here gather in harmonious council to discuss the various phases of the relation between library and school.

The value of such a joint meeting is so obvious that we can only question why it is not a fixture in teachers' gatherings. The library is an important link in the educational chain which the teacher cannot afford to overlook or slight. For here the greatest weight will bear after the chain is turned out from the educational workshops.

A writer in the N. E. A. Library report of 1899 thus speaks of the need for co-operation: "Librarians usually know books much better than do teachers, but children not nearly so well; therefore active co-operation is necessary to accomplish the best results."

It is eight years since our Teachers' and Librarians' Associations have met together. These have been fruitful years in all that makes for our joint interests. We now realize how young we must catch the readers to make them ours. The up-to-date librarian counts among the methods to work toward this result such activities as the children's room (no library, however small, is now complete without this, if the "room" must be only a railed off space); the story hour and picture bulletins, posters, and reading lists are attractive paths to good reading; the museum; the display of works of art; special teachers' cards; deposit collections in the schools and also deposit stations for the delivery of books, etc.

We hope to speak of these things in our Library Section, and we hope that the subjects will be attacked in such a spirit of mutual helpfulness as will not only bring out the best that is in them, but the best that is in the participants.

Librarians, of course, are not nearly so numerous as are teachers. Although our association has grown steadily, we still number less than 200, but every active library worker in California is included, from Redding to San Diego. They are all very much interested in this subject of the relation of library and school and we hope for a general attendance.

JOY LICHTENSTEIN.

State of California
DEPARTMENT OF EDUCATION
 Sacramento

November 20, 1905.

To School Superintendents, Boards of Education, School Trustees, and Teachers of California:—

A great effort is being made to have the most important meeting of the State Teachers' Association at Berkeley during the coming holiday season that has ever been held. No such attendance of teachers and school officers has ever equaled the attendance which is now assured. An unusually attractive and comprehensible program of work relating to education is being arranged. During three days of the session beginning Tuesday, December 26, one-half of every day will be devoted to special departments in order that all phases and forms of educational work may be considered.

I am made largely responsible for one of these departments, the same being designated "A Convention of School Trustees and School Board Members," and some of the chief concerns and duties appertaining to these officials will be discussed; for instance, Model Plans and Specifications for Country School Houses, Improvement of Grounds, Exhibit and Explanation of Model Plans and Specifications for City School Buildings, School Sanitation, Selection and Employment of Teachers, Purchasing of School Supplies, and other topics more or less related to these.

Architects, medical men and others with expert knowledge of these subjects, have been invited to treat them, and acceptances have come from school board members in all parts of the State.

Superintendent James A. Barr, President of the State Teachers' Association, has shown an interest and a zeal in working and planning for this State gathering that should become contagious with all his fellow Superintendents, to the end that there shall be such an awakening in the cause of public education as will make for progress that will not wane for years to come.

Yours fraternally,

THOMAS J. KIRK,
 State Supt. of Pub. Inst.

* * *

The School Excursion

ANOTHER NOVEL IDEA FOR THE BERKELEY MEETING.

President Barr has arranged for a series of geographical excursions to be given under the auspices of the Department of Geography. The trip will exemplify the school excursion idea as far as possible, and at the same time will give visiting teachers an opportunity to visit many places well worth seeing around the Bay. Each excursion will be in charge of an experienced conductor and will be taken during the coming session of the Association. The full list of excursions to be taken will be announced later. The preliminary announcement given below will give an idea of the trips to be taken.

DIRECTIONS TO TEACHERS.

Look over the itinerary of trips and decide which ones you want to take. When you arrive in Berkeley consult the schedule of dates when these trips are to be made, (the schedule will be posted at the headquarters of the Geography Department, a room in California Hall, State University), and if you are a member of the Association, enroll your name on the proper list. The names up to the number indicated below will be taken in the order of signing. No one not a member of the Association will be permitted to join the excursions. Membership certificates, therefore, must be shown before enrollment will be permitted. It will be well to bring rough shoes and clothing for some of the trips and heavy wraps for others. If the weather is stormy, the excursions will not be taken. Other trips than those scheduled below are being arranged for. For announcements regarding these as well as for information not given here apply at the headquarters of the Geography Department, California Hall, State University.

ITINERARY OF EXCURSION.

A Trip to the Pacific Steel Wire Works: In charge of Mr. W. H. Greenwell and Miss Bertha Chapman.

On this trip the various processes of making wire fencing, steel cables, nails and staples will be seen. After these operations are observed those who wish will be permitted to visit the California Pottery and Terracotta Works, where all the steps in the making of porcelain can be followed, from the mixing of the clay to its burning.

The party, which will be limited to 50, will start from the Narrow Gauge Station, 14th and Franklin Streets, Oakland. The trip will take about three hours and requires no walking. The only expense necessary will be for carfare.

A Trip to Grizzly Peak: In charge of Mr. Charles E. Weaver.

The party will congregate at South Hall, on the University campus, and take the trail which leads through the upper part of the University grounds and thence to the crest of Grizzly. Many features of physiographic interest will be observed—sandstone outcrops, volcanic rocks, and other geological formations. If the air is clear, a magnificent view can be obtained of Golden Gate and San Francisco Bay, of Mt. Diablo and the Sierras, and of the Sacramento Valley.

The party will be limited to 50. The trip will take about three hours. Rough shoes should be worn, preferably those having hob-nail soles.

A Trip to the Weather Bureau and the U. S. Mint: At the offices of the Weather Bureau in the building at the corner of Bush and Montgomery, San Francisco, the party will see and examine the various instruments used by meteorologists in obtaining and recording the data upon which weather predictions are based. At the mint the party will see all the steps in the process of coinage.

The party will be limited to 30 and will meet at the offices of the Weather Bureau, corner Montgomery and Bush, at a time to be announced later.

A Trip to Historic Points in San Francisco: In charge of Mr. Theodore H. Hittell, Miss Alma Patterson, and Miss Catherine H. Hittell.

The party will visit the site of Fort Gunnybags, headquarters of the Vigilance Committee of 1856; Portsmouth Square; Monumental Engine House; Telegraph Hill; Mission Dolores; and other points of historic interest. At each of these stops Mr. Hittell and the other leaders will talk to

the party about the stirring incidents in California's early history associated with each.

The party, limited to 50, will assemble at the Mining Bureau, Ferry Building, at a time to be announced later. The trip will require about four hours. Lunches should be brought and ordinary streets suits worn. No expense beyond carfare is necessary.

A Trip to the Union Iron Works: In charge of Mr. C. E. Pugh.

Three hours can be spent with great profit in visiting the greatest foundry in the West. Here you will see gigantic steam hammers at work, great drills boring holes through solid steel, monstrous cranes carrying weights of many tons, and thousands of workmen swarming like ants in the maze of wheels and pulleys. Likewise our great cruisers and battleships can be seen in every stage of construction.

The party will be limited to 50 and will assemble at the Works in the Potrero at a day and hour to be announced later. To reach this point from the Ferry Building, take any car up Market, transfer at 5th Street to the Potrero car and get off at Kentucky and 20th. There will be no expense other than carfare. Rough clothing should be worn on account of grease and dirt.

A Visit to the Pacific Mail Steamer "Korea," the Golden Gate Park Museum, and the Cliffhouse Beach: Trip in charge of Mr. Kenyon.

The party leaves foot of Market St. (just south of turntable) in the parlor car "Hermosa"; thence to the Pacific Mail Dock, where the great steamer "Korea" will be loading. After a short stop here the Hermosa will proceed across the city to the Park Museum, where a stop of forty minutes will be allowed; thence to the ocean over the picturesque extension of the California St. trolley line. Return will be made to the foot of Market St., where the party will disperse in time for lunch.

Round trip, 40 cents. Those desiring seats in the Hermosa should send name and fare at once to Mr. Walter J. Kenyon, State Normal School, San Francisco. Any overflow will be accommodated in a "suburban."

A Visit to the Brick Yards: Trip in charge of Mr. F. W. Koch.

The party will assemble at the turntable, foot of Market St., San Francisco (time and date announced later). It will be conducted thence, via cable and trolley car, to the brick yards at the foot of Twin Peaks. The practical workings of the industry will be observable, from the quarrying of the clay, through the grinding, washing and kiln processes.

The members of this party should wear overshoes. There will be no expense other than carfare.

A Trip Up Mt. Tamalpais: In charge of Dr. H. W. Fairbanks.

The party will leave Ferry Building on the Sausalito boat (time and date announced later). This boat connects with train for Mill Valley, and thence the route is up the mountain, over the "crookedest railroad in the world."

The U. S. Weather Bureau Station and the wireless telegraphy plant will be inspected. Another feature of this trip is a magnificent panoramic view of the ocean, San Francisco Bay and eight adjacent counties.

Round trip fare (from Ferry Building), \$1.90.

A Steamer Trip on the Bay: In charge of Mr. Frank F. Bunker.

For this trip a steam vessel has been generously placed at the disposal of the leader by the California Promotion Committee. If the weather permits, the trip will include a run by Alcatraz Island, through the Channel and beyond the Heads, thence to the Navy Yard at Mare Island, whence an

hour will be spent in visiting the shops, vessels, dry docks, submarine boats, etc. On the return trip the party will stop at Brother's Island and view the light house, at El Campo, and at other picturesque and instructive points.

The party will be limited to 100 unless a larger boat can be obtained (announcement will be made later) and leave the San Francisco side at 9 o'clock unless notice is given to the contrary. The party will be out about six hours and should take lunches. No expense is necessary beyond carfare. Caps and heavy wraps should be worn.

* * *

Notes from the Field

All California.

Wheeler, True, Winship, Ackerman and Harvey.

"Everybody is glad of the opportunity to go to the Berkeley meeting," writes Supt. Bateman from San Jose.

The first dollar from little Sierra.

Redlands will send a good delegation.

Mendocino County will be in Berkeley 175 strong.

A Committee will be appointed to revise the Constitution.

Every teacher will be present from San Benito.

"Yes, every teacher in California should join the Association and every school library should be required to purchase its proceedings with the library fund," writes Supt. Baldwin from San Diego.

The Music Department of the University will be asked to organize a special chorus for the Association.

Sonoma's 240 teachers will be in Berkeley.

No one can afford to miss seeing the California Educational Exhibit.

"The Department meetings seem to be matters of personal pride and interest to those in the departments," writes Miss Bartlett of San Francisco.

Berkeley has already reported 120 memberships from 120 teachers.

Superintendent Linscott will come with a solid Santa Cruz delegation.

Superintendent Jas. D. Graham of Pasadena, President of the Southern California Association, is working out a splendid program.

The universities and the normal schools will report a large membership.

The "Year Book of Membership" will be the standard educational directory of California.

A systematic canvass is being made in Fresno County and City to secure a large attendance.

"It seems to me that the management has done about all it can to make the meeting a great success," writes Principal Walker from Hanford.

From Superintendent White comes the following message: "The teachers of Solano County are enthusiastic over the idea of going to Berkeley in December."

Every Superintendent and Supervising Principal in California has been appointed a "Committee of One" to arouse interest and secure memberships.

President and Mrs. Benjamin Ide Wheeler will tender a reception to the members of the Association on Tuesday evening, December 26th.

"The efforts made by the Committees and especially by Supt. Barr are certainly heroic," writes Supt. Balfrey from Yreka.

The teachers in Sacramento City and County voted three to one to attend the Berkeley Meeting.

The San Jose Normal School Alumni Association is planning for its annual reunion in Berkeley.

The farmers, the librarians, the pedagogues—a good combination for the real world and for the world of books.

The evenings will be devoted largely to social reunions in Berkeley, Oakland and San Francisco.

For the convenience of teachers stopping in Alameda, Oakland and San Francisco, arrangements are being made to serve at reasonable cost a good noon lunch in Berkeley during the Association meeting.

In some counties high school teachers are being permitted to substitute attendance at the Berkeley Meeting in lieu of attending sessions of the County Institute.

"Yes, every teacher should voluntarily join."—President Black.

Each member will receive copies of the Year Book of Membership, the Proceedings and of all special publications that may be issued.

The Normal School Short Story and Composition Club of San Jose will hold a session in connection with the Berkeley Meeting. President Bland reports that at least fifty members of the Club will be present.

"It seems to me to be imperative that they should join if they are interested in education"—Supt. Cox.

The privileges of the session will be extended free to all who have badges. All members of the Association should present their membership certificates to the Secretary immediately on their arrival in Berkeley and secure badges.

Eighteen counties, representing nearly 4,000 teachers, are quite certain to hold their institutes in connection with the Berkeley Meeting. Here are the counties: Alameda, Contra Costa, Fresno, Kings, Madera, Mendocino, Nevada, Sacramento, San Benito, Santa Clara, Santa Cruz, San Francisco, San Joaquin, Solano, Sonoma, Sutter and Yolo.

"If every educational meeting had a like hearty and untiring effort in its behalf teachers would be more enthusiastic about their profession. Every teacher is being urged repeatedly to attend."—Supt. Lynch, Tehama County.

The University will keep open house during Christmas week. Among places of interest members of the Association should visit are the library,

the art gallery, the museums and laboratories, the agricultural experiment stations and grounds, the Greek Theatre, the University's professional schools in San Francisco, etc.

Aside from San Francisco, Alameda County's 700 teachers will form the largest delegation.

The Southern California Association will meet in Los Angeles during the week beginning Monday, December 18th. Among the speakers will be Messrs. Winship and Harvey.

The December number of "Sunset" will contain an illustrated article on "The California School Exhibit at St. Louis and Portland," by Mr. Robert Furlong.

The citizens of Berkeley will send out to teachers, school trustees, librarians, farmers, 10,000 illustrated booklet invitations to attend the session.

"All our teachers and some other people, besides, will attend."—Principal Hough, Mill Valley.

Kings County in the San Joaquin Valley and Yolo from the Sacramento Valley, will have practically every teacher at the Berkeley Meeting.

Superintendent Wright reports that 195 San Joaquin County teachers will reach Berkeley by special train on Tuesday, December 26th.

Supt. Davidson of Marin County writes: "Every teacher should join on the score of her own interest."

During the session it is hoped that the popular "Half-hour Music" series in the Greek Theatre may be continued for the benefit of music lovers among members of the Association.

The administrative headquarters of the Association will be in California Hall, one of the first buildings on the University grounds to be completed under the Hearst plans.

Superintendent Bailey, of Contra Costa County, says: "We shall be in Berkeley in full force. I expect every teacher in Contra Costa County to join the Association."

In a circular appointing a special Enrollment Committee for Marin County, Superintendent Davidson says:

"Considering the advantageous amendments to the school law made by the last Legislature, which tend toward better salaries and longer terms for teachers, and, that all of these measures originated in and were fostered and supported by the California Teachers' Association, it seems but right that every teacher should, by way of appreciation of what the State Organization has done, become a member this year. Don't let the business of the committee rest or go to sleep. Keep up active work until every teacher in the county has become a member."

"All the teachers are discussing the meeting and all are agreed that it offers rich educational advantages for the teachers of the State," writes Supt. McClymonds.

It is to be hoped that the general sessions in Berkeley may be held in the Greek Theatre. This beautiful open-air auditorium is patterned after the classic structure at Epidaurus. It is built of concrete and seats 8,000 persons, while on the hillside above the highest tier of seats there is room

for several thousand additional auditors. The stage alone seats over 600. The acoustics are perfect.

Superintendent Langdon has issued a stirring appeal to the teachers of San Francisco. The following extracts will be of general interest:

"Principals will receive membership certificates in the California Teachers' Association and it is our earnest desire to be in the lead as regards membership in this Association. A copy of the proceedings of the session is forwarded to each member and contains the names, schools and addresses of the membership.

"We must make a good showing on this occasion and each school should take pride in presenting a full quota of membership. Principals will make returns to the Superintendent's office on or before November 10, 1905. There are 1,200 teachers in San Francisco and it is hoped that there will be 1,200 memberships in the California Teachers' Association this year from San Francisco."

The Alameda City Institute has been called to meet in Berkeley. Supt. Moore and his teachers are enthusiastic over the coming session.

Principal Warring Wilkinson of the Berkeley Institution for the Education of the Deaf and Blind sends in this laconic message: "Seventeen teachers in our faculty, seventeen memberships taken."

Every member of the faculty of the San Francisco Normal has taken out a membership and will attend the session.

The 26 members of the faculty of the San Jose Normal School have sent in a draft for 26 dollars for their 26 memberships. Every teacher will be in Berkeley.

Amador County used 50 membership blanks and sent for more!

"We are making an effort to enroll every teacher in the township," writes A. E. Weed from Pleasanton.

"Yes, every teacher should join and the Association should have a permanent organization with a salaried secretary," writes G. W. Wright of the Centerville High School.

"Every teacher in California should consider it both a duty and a privilege to belong"—C. L. Biedenbach, McKinley School, Berkeley.

The book men will have splendid exhibits in California Hall.

The Fresno teachers will leave the Raisin Centre, 300 strong, on Tuesday morning. They have chartered a special train and propose to see that the "Valley of the Sunny San Joaquin" is properly represented.

A dozen fraternity houses have been engaged for the week by the teachers of Stockton and San Joaquin County. Superintendents Barr and Wright sent a committee of teachers to Berkeley to make complete arrangements.

"The teachers of Yolo County will do all in their power to make the coming session a success."—Supt. De Vilbiss.

Monterey County will be one of the banner counties on memberships. At the County Institute, half the teachers joined the Association. Every lecturer and school book man present was called upon for his dollar—and

all responded. Since the Institute Supt. Duncan Stirling has kept up an active campaign. He concludes a circular recently sent out thus:

"Every District in this County has been benefited by the efforts of the Association. Can you not afford one dollar to make stronger the Association that is helping you?"

"Send me your dollar at once, receive a certificate of membership and be enrolled as one of the professional teachers of this county. I wish to report on it before December 1st."

Miss Kate Ames, County Superintendent of Napa County, has taken hold of Association matters in her usually enthusiastic way. In a circular sent to the teachers of Napa County, she says:

"It is among the possibilities this year to secure such a big membership as to warrant employing a manager to devote all his time to the Association, and to school affairs. This would secure not only consecutive work in the meeting but some one would always be at hand to promote the interests of teachers. Such an organization would help to secure better salaries, better tenure, and a higher professional standard. Such an organization can be secured if each teacher will (1) contribute her dollar annually, and (2) add her influence along the line of organized effort. I hope that you may all see it in this way and I feel sure that you do.

"It is desirable that the subscriptions should reach the Executive Committee by the first of December, and I trust that each of you will send me your subscription, that Napa County may get credit in the Year Book of Membership, which will contain a list of members classified by counties. This Year Book is to be placed in general circulation among superintendents, teachers, and trustees, and is quite sure to be looked upon as a Roll of Honor.

"The meeting will certainly be the largest and promises to be one of the best yet held. Pres. Barr is sparing neither himself nor his friends. Harvey and Winship have been secured; Maxwell, McMurray, Redway, Carnegie, and Cleveland have been asked and in all probability some of these men will be able to accept, but at the last report final arrangements had not been made.

"Do not wait but send request for membership at once and let Napa County be enrolled among the banner counties."

Supt. McLane of Fresno writes: "I am convinced that the efforts put forth will result in the greatest meeting in the history of the Association. Fresno will send from 75 to 100 people to Berkeley."

Every teacher in Santa Cruz County will be in Berkeley. A number of school trustees will accompany the delegation. Supt. J. W. Linscott is an ardent advocate of a strong State organization. In a circular sent to the Santa Cruz teachers, he says:

"The meeting of the California Teachers' Association promises great and good things. Everything indicates a very successful and helpful session. The only danger is that so much is to be given teachers may find it difficult to decide as to what will be of most benefit. Each should carefully study the program and select such work as will best increase her power for good in her individual school.

"The opportunity of coming in contact with some of the great workers in our profession, of ascertaining what others outside of our little circle are doing, and of enlarging our power of usefulness by real growth will,

I trust, cause every teacher to attend the meeting. We cannot afford to miss it.

"I especially request that each and every teacher of this County join the Association. If you attend, reduced railroad rates will be secured by doing so. If, for any reason, a teacher cannot attend, she surely owes enough to the cause to help in a small way in the support of the good work in which the Association is engaged. This great organization has already done much for the teachers of California. If it receives your aid, it can and will do more.

"The fee for membership is only one dollar. The privileges secured will be many. I, therefore, urge teachers to become members at once. Do not wait until the time of the session. Membership certificates may be secured from D. C. Clark, Irving Townsend, or at this office.

"I appoint each teacher a committee of one to secure memberships outside our own number. Trustees and others interested in education will freely help to swell our membership if asked. I want at least one hundred and fifty members from this County."

* * *

CALIFORNIA SHORT STORY CLUB

The Short Story Club, organized at the San Jose Normal School at last summer's session, will hold a semi-annual meeting with the State Association this December. The literary productions of a number of members of the club will be then presented. The club roll now numbers one hundred and twenty, and a large percentage of this membership will be present. The officers are Henry Meade Bland, president; Clyde Reynolds, secretary; Mrs. M. B. Williams, Sebastopol; Grace Hoover Hanford; Charlotte Ayes, Cloverdale, Executive Committee. The State Association program will give time and place of meeting.

* * *

Department of Education

CALIFORNIA CLUB

California Club House

San Francisco

1750 Clay Street

The school law of California has had for four years provision for Humane Education as one of the statutory studies for all public schools, primary and grammar. It reads as follows:

"Instruction must be given in the following branches in the several grades in which they may be required, viz: * * * * Humane Education; provided that instruction in humane education may be oral, no text-books on this subject being required to be purchased by the pupils; provided further that County Boards of Education may, in districts having less than one hundred census children, confine the pupils to * * * * until they have a practical knowledge of these subjects."—Paragraph entitled "Statutory School Studies," number 1665, Political Code.

That is, humane education is compulsory in all primary and grammar schools having more than one hundred census children in the district.

This circular is addressed to the school officers, and to the school teachers of California, respectfully reminding them of the provisions of the school law, and requesting them to observe its letter and spirit.

Hon. T. J. Kirk, State Sup't of Public Instruction, said in a letter dated August 20, 1902: "You may announce that I heartily recommend that hu-

mane education be made a topic for discussion at all our county teachers' institutes."

Many superintendents have placed humane education on the institute programs, and many teachers have been mindful of this important subject, especially since the law was passed in 1901. The best educational periodicals give deserved prominence to humane topics.

It is believed that a regular time on the weekly program, as is provided by law in several States, would be an aid toward more and better work in this subject. It is recommended that stories of kindness to animals be placed in the school libraries, that pictures for decoration of school rooms be carefully chosen, that an annual Bird Day in the spring, and an annual Peace Day in May be approved by county superintendents of schools.

Humane Education implies a step beyond animals' rights. It implies character building. Society first said that needless suffering should be prevented. Society now says that children must not be permitted to cause pain, because of the effect on the children themselves.

Correspondence is invited. Literature is offered to school officers and teachers.

ALICE L. PARK,

Chairman of Humane Education Committee,
1016 Florida Street, San Francisco.

November, 1905.

* * *

Southern California Teachers' Association

GENERAL SESSION.

Normal School Auditorium, Wednesday Night, December 20, 1905.

Chairman.....Pres. Jas. D. Graham
Secretary.....F. C. Weber, Los Angeles

(1) Music—"America," led by Jas. A. Foshay. (2) Invocation—Rev. F. J. Culver. (3) Piano Solo—Miss Frances Close. (4) Address of Welcome—Supt. James A. Foshay. (5) Response—Supt. Jas. D. Graham. (6) Announcements. (7) "An Evening With Dickens"—Dobinson School of Expression.

Thursday Afternoon, Simpson Auditorium, Hope St., bet, 7th and 8th.

(1) Music. (2) Address, "The New Girl"—Dr. A. E. Winship, Boston. (3) Reading—Miss Mary Phelps, Pasadena. (4) Address, "The Spirit of the Times"—Prof. E. B. Clapp, University of California.

GENERAL SESSION.

Simpson Auditorium, Hope St., bet. 7th and 8th.

Friday Afternoon, December 22, 1905.

Chairman.....Pres. Jas. D. Graham
Secretary.....F. C. Weber, Los Angeles

(1) Music. (2) Address, "Industrial Education, Its Scope, Purpose, and Place in the Public School Systems," Dr. L. D. Harvey, Stout Training

School, Wis. (3) N. E. A. "Boost"—A. H. Chamberlain, Throop Polytechnic Institute. (4) Reading—Dobinson School of Expression. (5) Address—"The Cui Bono of Nature Study"—Edward F. Bigelow, Stamford, Ct.

Friday Night, Simpson Auditorium.

Introductory Words, Dr. A. E. Winship, Boston. Lecture, "Nature's Little Things," illustrated by mediascope and projective microscope of four powers—Edward F. Bigelow, Stamford, Ct.

GENERAL SESSIONS.

Auditorium, Normal School—Saturday Morning, December 23, 1905.

Chairman.....Pres. Jas. D. Graham,
Secretary.....F. C. Weber, Los Angeles

Music. Address, "The New Teaching"—Dr. A. E. Winship, Boston. Report of Committees. Election of Officers. Installation of the President-elect. Adjournment.

PRIMARY SECTION.

Auditorium, Normal School Bldg., Thursday Morning, December 21, 1905.

Chairman.....D. A. Eckert, Santa Monica

"Fundamentals in Teaching"—Dr. L. D. Harvey, Stout Training School, Menomonie, Wis. "The New Boy"—Dr. A. E. Winship, Boston. Reading—Miss Mary Phelps, Pasadena.

Friday Morning.

Miss May Gearhart, Los Angeles. Miss Edna A. Rich, Santa Barbara. "Winning Love for Nature Study"—Edward F. Bigelow, Stamford, Ct.

GRAMMAR GRADE SECTION.

Auditorium, Polytechnic High School Bldg.

Thursday Morning, December 21, 1905.

Friday Morning, December 22, 1905.

ChairmanH. H. McCutchan, Long Beach

Thursday Morning.

Music. Reading—Miss Mary Phelps, Pasadena. Batavia System—Supt. J. C. Templeton, Santa Ana. Recess.

Music. Free Text Books—Lewis B. Avery, Redlands. "The Latest and Best in Education"—Dr. A. E. Winship, Boston.

Friday Morning.

Music. "Hand Work: How It May Be Used in Language Training"—L. Harvey, Stout Training School, Menomonie, Wisconsin. (Science?)—Edward F. Bigelow, Stamford, Ct. Recess.

Music. Drawing in Grammar Schools—Miss May Gearhart.

RURAL SCHOOL SECTION.

Normal School Gymnasium, Thursday Morning, December 21, 1905.

Chairman.....George L. Sackett, Ventura
Secretary.....Mildred Johnson

Music. "The New Discipline"—Dr. A. E. Winship, Boston. Recess.

"Oral Expression"—Miss Mary Phelps, Pasadena. "The Education Not in Books"—Supt. H. A. Adrian, Santa Barbara.

Friday Morning.

Music. The Problem of the Rural Teacher—Supt. Mark Keppel, Los Angeles. Discussion. Recess.

"Hand Work: How It May Be Used in Language Training"—Supt. L. D. Harvey, Stout Training School, Wis.

COUNCIL OF EDUCATION.

Thursday Morning.

I. "How May the Number of Available and Efficient Teachers be Increased so that the School Boards May Have an Reasonable Opportunity for Choice in the Hiring of Teachers?"—Hugh J. Baldwin, Edward Hyatt, G. S. McPherron, Geo. A. Gates, J. F. Millspaugh, S. T. Black, T. J. Kirk, Fred-eric Burk. II. "How May the Boys be Kept in School?"—J. H. Francis, Ednah A. Rich, W. F. Bliss, A. H. Chamberlain, Jas. A. Foshay, J. P. Gree-ley, C. D. Wilbur, Mrs. Hester T. Griffith. III "School Supervision, How to Make it More Effective?"—W. S. Edwards, J. B. Nichols, H. A. Adrian, L. A. Durfee, A. N. Wheelock, J. C. Templeton, J. J. Morgan, C. S. Thompson.

Friday Morning.

IV. "Shall We Have Free Text Books?"—L. B. Avery, J. D. Graham, P. W. Kauffman, W. F. Conrad, Mark Keppel, E. L. Zahn, A. C. Wheat, W. E. Frew. V. "How Care for the Superannuated Teachers?"—G. S. Trowbridge, N. F. Smith, F. P. Davidson, W. F. Conrad, C. T. Meredith, J. C. Reynolds, F. P. Johnson, Kate L. Ames. VI. "What Relations Ought to Exist Between the Common Schools, the High Schools, and the Univer-sity?"—N. F. Smith, Edward Hyatt, J. A. Foshay, P. W. Kauffman, C. T. Meredith, W. F. Bliss, J. F. Millspaugh, L. A. Durfee.

ENGLISH.

Auditorium, Polytechnic High School Bldg.

Thursday Morning, December 21, 1905.

Friday Morning, December 22, 1905.

Chairman.....Le Roy D. Ely, Pasadena
Secretary.....Miss Belle Cooper, Los Angeles

Thursday Morning.

"Selection and Method in Teaching English"—Prof. Chas. Davidson, Pomona College. "Relation of English Composition in Secondary Schools"—

Prof. Chauncey Wetmore Wells, University of Calif. "What Can be Accomplished in High School English"—Mr. B. H. Donnell, Los Angeles.

Friday Morning.

"Possibilities in Discipline Through English Grammar"—Prof. Chas. Davidson, Pomona College. "Authors Who Are a Present Delight"—Dr. A. E. Winship, Boston. "Possibilities in Discipline Through English Grammar"—Prof. Chauncey Wetmore Wells.

CLASSICAL LANGUAGES.

Polytechnic High School Bldg.

Friday Morning, December 22, 1905.

Chairman.....H. O. Howard, Redlands
Secretary.....Miss Edna Tulloch Owen, Los Angeles, U. C.

"The Teacher as a Student"—Prof. E. B. Clapp, Berkeley. Discussion.
"Latest Results in Classical Archeological Exploration"—Prof. E. C. Norton, Pomona College.

HISTORY SECTION.

Polytechnic High School.

ChairmanSteve I. Miller, Pasadena
Secretary.....Anna G. Fraser, Santa Monica

Thursday.

I. "Modern History for Students Who Take But One History Course"—Prof. Smith, Los Angeles State Normal. Discussion by Miss Harnett and B. O'Kinney. II. "A One Year Course in History of Commerce and Industry"—J. H. Francis, Los Angeles Polytechnic. III. "Political Economy in High Schools"—Prof. Stace, Throop Institute. Discussion, Steven I. Miller, Pasadena.

Friday.

I. "Essentials in English Constitutional History"—Anna G. Nash. Discussed by Ellen F. Thompson, Pasadena. II. Talk by Prof. Borden. III. "From the College Standpoint. What is of Most Value?"—T. H. White, Pomona College. IV. "Purpose and Methods in Instruction in Civics"—H. W. Edwards, Redlands. Discussion by J. H. Francis and P. W. Kauffman.

MATHEMATICS SECTION.

Polytechnic High School Institute, December, 1905.

Chairman.....A. B. Clayton, Long Beach

(1) "Some Principles of the High School Mathematics Which Should be Stressed on Account of Their Importance in Connection With University Work." (2) "A Teacher's Interpretation of What is Meant to be

Included in the Various Mathematical Courses Leading up to Admission into the University." (3) "Method of Attack in Solving Problems." 1. Algebra. 2. Geometry. (4) "The Relation Between Algebra and Geometry in the High School With Special Reference to Graphic Representation in Algebra, and the Working Out of Algebraic Formulae in Geometry."

GEOGRAPHY SECTION.

Polytechnic High School Building, Friday Morning, December 22, 1905.

Chairman.....Jas. T. Chamberlain, Los Angeles State Normal School.

"Field Work in Physical Geography"—Dr. Harold D. Fairbanks, Berkeley. Discussion—C. T. Wright, Redlands; Miss Mabel B. Peirson, Pasadena. "Geography in the Elementary School"—R. B. Haydock, Oxnard. Discussion—W. T. Skilling, San Diego Normal; Ed Hyatt, Riverside. "The Culture Value of Geography"—Dr. A. E. Winship, Boston.

ART AND MANUAL TRAINING SECTIONS.

Polytechnic High School Bldg.

Thursday Morning, December 21, 1905.

Friday Morning, December 22, 1905.

Chairman.....A. H. Chamberlain, Throop Institute, Pasadena
Secretary.....Miss Elsie Whitman

(1) "The Plan and the Purpose"—A. H. Chamberlain, Throop Institute, Pasadena. (2) "Method and Material in Domestic Science"—Miss Matie Pearl Clark, Long Beach. (3) Paper on "How to Judge Pictures of Public School Drawing." (4) "Some Pedagogical Aspects of Manual Training"—Dr. L. D. Harvey, Stout Training School, Wis. Business—Appointment of Committees.

Friday Morning.

(1) "Italian Art"—Miss Ida Mellish, Throop Polytechnic Institute, Pas. (2) "A Closer Articulation in the Crafts between Elementary and Secondary Schools Courses"—E. T. Hewitt, Los Angeles. (3) "Possibilities of Constructive Design"—R. Mackay Tripp, Los Angeles. Business and Election of Officers.

SUPERVISION.

Thursday Morning, December 21st, 1905, Polytechnic High School Bldg.

Chairman.....A. L. Hamilton

"Questions Demanding the Attention of School Supervisors"—Harr Wagner, Frederick Burk. "Supervision of Nature Study, Child Study, Etc."—Edward F. Bigelow, Dr. L. D. Harvey. "Characteristics of a Good School Supervisor"—Margaret Schallenburger, Dr. J. F. Millspaugh. Discussion.

NATURE STUDY SECTION.

Friday Morning, December 22, 1905.

Chairman.....J. C. Templeton, Santa Ana

"The End and Purpose of a Course in Nature Study for the Public Schools"—Edward F. Bigelow, Stamford, Ct. "The Character of the Material by Which This End and Purpose May be Realized"—Joseph Grinnell, Throop Polytechnic Institute, Pasadena. "The Method to be Followed, Grade by Grade"—Miss Funkhauser, Santa Ana. "Nature Study as a Source of Material for Other Subjects"—Miss Effie McFadden, San Francisco. "How to Find Time for the Nature Study Work"—Supt. Edward Hyatt, Riverside.

* * *

Teachers' Association of Northern California

Nearly five hundred teachers assembled in Red Bluff during the first three days of November to attend the sessions of the Teachers' Association of Northern California. It was the largest meeting ever held and there is every reason to believe that the future of the society is to be bright. An informal reception was given by the citizens of the town to the visitors. On Wednesday, President J. D. Sweeney opened the session by a stirring address upon the duties of the parents as related to the school. It was pronounced by all as a most excellent presentation of the subject. Dr. F. B. Dresslar delivered the first address of the gathering. It was an urgent appeal to the teachers to teach practical civics to the growing citizens. He made several other addresses during the week, among them "A Picture of a German School," a gem in its line; "The Relation of the Country School to Country Life," in which he made a strong appeal to the teachers to consider the vast relation that exists between the little red school and our national life; and a discussion before the administration section upon supervision. All who heard him were well paid.

Dr. H. W. Fairbanks made his first visit to our section as a lecturer and we are sure his work was greatly appreciated. He illustrated many of his talks upon a screen and the views were great. His subjects were: Geographical Story of Northern California, Nature Study in Relation to Geography, A Lesson in Nature Study, Relation of History to Geography as shown in the Settlement of California, and What is Nature Study?

Prof. E. P. Cubberley, one of the first instructors of the T. A. N. C., spoke interestingly upon "Progress We Have Made." Dr.

E. C. Moore, a favorite of the association, made a plea for the boys and girls who do not have a fair chance in his address, "The First Axiom of Education." Prof. D. R. Augsburg entertained and instructed the meeting in his inimitable way as he presented his subject.

Principal Robt. Simons of Marysville ably presented "Arithmetic in the Grades," and Prin. Leroy Armstrong won the teachers by his masterly paper on Literature in the Grades. Both were in the city school section.

The last general session was devoted to the favorite subject of President Sweeney; "California History." The program was an innovation and was highly commended. Prof. Miller of the Chico Normal explained the value of local history teaching in the schools. Dr. Fairbanks illustrated the settlement of the State, Prof. H. Morse Stephens spoke regarding the Mission period and its Relation to European History, Mr. Armstrong gave an account of the Donner party which was most thrilling, and Dr. R. D. Hunt, principal of San Jose High School, presented a scholarly exposition of California's admission into the Union.

In the High School section Prin. W. M. Mackay, chairman, the athletic question was thoroughly discussed, following able papers by Principals Fogg of Oroville and Anderson of Colusa. Among those taking an active part were Pres. B. I. Wheeler, Dr. Moore, and Prof. Cubberley from the view of the Universities; Dr. Van Liew from the Normal; Principals Allen, Graves, Wood, Reager, Hunt, Macomber, and others from high school standpoint, and Principals Grace, Camper, Davis, Moore, who gave the grammar school idea.

In the city school section Prin. F. T. Sweeney had a most commendable program, where, besides the papers of Principals Simons and Armstrong already mentioned, Prof. Cubberley spoke on "The Supervisory Work of the Principal," and Dr. Dresslar on "Supervision in General." Dr. Fairbanks gave one of his talks to this section.

Miss Laugenour had a fine feast for rural teachers. Here, in addition to Dr. Fairbanks and Dr. Dresslar, Pres. Van Liew presented a valuable discussion as to "The Daily Program in Rural Schools." His model program was full of suggestions to the overcrowded teacher of the outlying districts. Mr. Augsburg was also a drawing card in this section.

Supt. Reager had an excellent program, but his section was not as well attended as it really deserved. School Supervision was discussed by Principals Sisk and Tibesart of Maxwell and German-town, Prin. Grace of Oroville, and C. W. Leininger of Chico presented thoughtful papers on Salaries and Tenure of Teachers;

respectively. Promotions were the topic of Friday and Miss Lynch, S. M. Chancy, J. E. Wylie, and Dr. Hunt were the leading speakers.

The evening lectures were well attended by the teachers and citizens. On Wednesday Governor Pardee called attention to the scarcity of male teachers, to the necessity of giving better salaries, and to the small number of boys in the upper grades and in the high schools. Pres. D. S. Jordan illustrated Japanese Life by a number of beautiful slides, and spoke on the Strength of Japan. On Tuesday evening Pres. Wheeler addressed a large audience on What Should be Taught in the Grammar Schools. He advocated more religion (not sectarianism), more ethics, more manners, and less of partial payments and other subjects now taught. His words were full of good thoughts. On Friday evening Prof. H. M. Stephens delivered a lecture on Lafayette, contrasting the Lafayette of American fame with Lafayette of French history, to the discredit of the latter. He took occasion during the evening to deny in most emphatic terms certain reports that had been made about this lecture when given at Sacramento some time ago.

Resolutions thanking all who assisted, President Sweeney for his tireless work, and indorsing the State Association were adopted. Chico was selected for the next meeting. Prin. A. B. Anderson of Colusa was elected president. Mr. Anderson was vice-president this year. C. J. Lathrop of Willows is vice-president. Mr. L. has been an active member for years. Miss Ellen Lynch was chosen recording secretary for the third time and Miss Laugenour, formerly recording secretary, was made corresponding secretary. J. D. Sweeney becomes treasurer for next year. This will be the fifth time he has held the "sack."

Among the visitors were State Supt. Kirk, who was unable to take the place assigned to him on the program as he was called away on official business, Deputy Job Wood and Supt. Hyatt of Riverside. Mayor Bransford gave the address of welcome and was answered by Supt. Reager. Prof. Maxwell Adams of Chico managed the stereopticon during the entire meeting and deserves the thanks of all present for his masterly way of handling that instrument.

The sections were:

High School—Prin. W. M. Mackay, Chico High, chairman.

City School—Prin. F. T. Sweeney, Redding, chairman.

Rural School—Supt. Lillie L. Laugenour, Colusa, chairman.

Administration—Supt. F. S. Reager, Glenn County, chairman.

Books and Magazines

All that has been attempted in the still prevailing twelve, or eleven years' course of study is better accomplished by the same teaching force in ten years. The twelve year plan never developed from experienced needs; it was foisted upon our American school systems by would-be imitators of the German system who did not understand it, because that system accomplishes in nine years all that its imitators try to spread over twelve.

Six Grades for the Ele- mentary School

The last two or three years of the usual eight years of the elementary school, by common experience, present the most troublesome problems to both the teachers and the administrators of American public schools. It is chiefly in the seventh or eighth grades, and not in the higher schools (as one frequently hears stated by those who have not investigated the facts), that our boys take a disgust for study and an undue proportion of them leave school. There would be no difficulty in "telescoping" the eight years' course in any elementary school into a six years' course. If any school superintendent should imagine for a moment that either teachers or pupils would find any more difficulty than heretofore in accomplishing the progressive stages defined for each year or grade, he may be sure that an unprejudiced examination in detail will convince him that the progress is still really slow when six years are consumed in preparation to enter the first-year class of his high school. It is more tiresome to mark time than to step out along the pathway. It is hard, also, to make an empty bag stand upright. Let any doubter note, too, that, beyond dispute, the three years of the German *Vorschulle* and the first three years of the *Gymnasium** conduct the pupil decidedly beyond the stage marked by the sixth grade in the course of study here recommended—which is the stage of his present eighth grade. If our public school officers will adopt six years or grades for the elementary school, in addition to improving the teaching and the learning, and other benefits too numerous to mention, they would *begin to keep the boys for the high schools*.

The most discouraging experience in the writer's professional life has been the slowness with which protests against the eight-grade systems have gained a hearing even among students of its evil consequences. Some prominent men have misunderstood the facts as indicating that the usual collegiate course of study should be diminished by half—a surprising inference, because how will diminishing the college course help the boys who rightly spurn the stultification of the elementary schools and never enter even the high schools? Also, if two years be saved at the stage where they

are worse than wasted, what need for lopping off at the top? We may hope for accelerated results in this matter from the investigations of the Society of Educational Research. No statistics could make the truth clearer than it has been for many years, but those researches will place the facts beyond the sphere of individual insight, and cause them to be recognized by all.

It should be borne in mind that the vaunted benefits of education are not derivable from childish study of the elementary school. There the children learn to read and write and "cipher" a little, and by various disciplines lay a foundation upon which something more valuable *may* be built; but if the educational processes are not somehow carried forward into the high school stage, the benefits of enlightenment and breadth of mental horizon and discipline of intellectual powers, which are spoken of as the legitimate results of our educational endeavors, are not reached.

On the other hand, the good high school does furnish the beginnings of a liberal education. The powers of acquisition and reflection in youth during the years from fourteen to eighteen are underrated. Of course, no very deep or specialized acquisitions are possible in the high school, but the mental horizon is sufficiently broadened for intelligent citizenship and for individual dignity and power. The high school student does not progress very far along any particular avenue, but the vistas of almost all sciences may be opened to him and he learns the trend and something of the aims and attainments of all great spheres of human activity.

It could not be too drastically impressed upon the people that unless they will give their children the opportunities of what we call in America the high school, or some equivalent, they are deceiving themselves, if they imagine that the benefits of education, of which they hear so much, are otherwise obtainable. The elementary school, covering the period of childhood as distinguished from youth, merely prepares the children to reap the harvest belonging to the next four years. And a marvelously rich harvest is to be garnered in those four years. An observant and experienced teacher who should have the rare fortune of teaching in a high school from which the majority of the highest spirited youths were not excluded by reason of an inordinate requirement of time preparatory to entering it, could not but be deeply impressed by the quality and amount of what is attainable by unenerverted pupils pursuing a good high school course of study at the suitable age.

Some of the statistical results of the Society of Educational Research already referred to, are especially illuminating in this connection. It is hard to understand how an experienced teacher could fail to see the truth for himself, but it is now being proved by wide experiments that children who have studied, for instance,

arithmetic three or four years, know more and pass identically the same examinations better than children who have studied the same subject matter six or seven years. It is a fact, howsoever long it may be before teachers open their eyes to it, that pupils cannot spend on the ordinary text-books in arithmetic more than half the number of years usually required, without being so stultified as to impair their powers in every direction, besides failing to learn that particular subject. If they were to study the same matter at suitable stages with reasonable dispatch, average pupils would find no trouble in mastering it.

We offer a detailed outline of a course of study for a ten years' system, which would put into effect all the advantages we have referred to:

First Grade—Charts, blackboard work, *Copy Books*, written exercises, *Primer*, *First Reader*, oral instruction in counting and calculations of a very simple character, drawing, song.

Second Grade—*Second Reader*, supplemental reading, *Lessons in English*, written exercises, *Copy Books*, *Speller*, oral instruction in numbers and simple calculations, drawing, music chart.

Third Grade—*Third Reader*, supplemental reading, *Lessons in English*, written exercises, *Copy Books*, *Speller*, *Lower Arithmetic*, *Mental Arithmetic*, *Elementary Geography*, drawing, music reader.

Fourth Grade—*Fourth Reader*, supplemental reading, *Practical English Grammar*, compositions, *Speller*, *Lower Arithmetic*, *Mental Arithmetic*, *Elementary Geography*, *Beginners' History of Our Country*, drawing, music reader.

Fifth Grade—*Fifth Reader*, supplemental reading, *Practical English Grammar*, composition, *Speller*, *Higher Arithmetic*, *Mental Arithmetic*, *Manual of Geography*, *History of Texas*, *Physiology for Beginners*, drawing, music reader.

Sixth Grade—Reading suitable literature, *Grammar*, *Composition*, *Speller*, *Higher Arithmetic*, *Mental Arithmetic*, *Our Country's History*, *Physiology and Hygiene*, *Physical Geography*.

Department of English—*First Year*: Reading of literature, grammar exercises, English composition (high school text). *Second Year*: Reading of literature, grammar exercises, rhetoric, essays. *Third Year*: History of English and American literature, essays, reading of literature. *Fourth Year*: History of English language, study of literary masterpieces, essays.

Department of Mathematics—*First Year*: Algebra, *Second Year*: Algebra, geometry. *Third Year*: Geometry. *Fourth Year*: Review of arithmetic and algebra, trigonometry.

Department of Latin—Four years' course.

Department of History and Civics—*First Year*: Ancient history. *Second Year*: Mediaeval and modern history. *Third Year*:

English history. *Fourth Year*: American history and civics, with excursions in economics.

Department of Physical Science—*First Year*: Physiography. *Second Year*: Botany (laboratory work from biological standpoint,) with field excursions. *Third Year*: Chemistry. *Fourth Year*: Physics. Electives: German, Spanish, commercial branches.

—*The Texas School Journal.*

* * *

It is probable that much of the wholesale criticism of the product of the grammar schools should be taken subject to successive discounts of twenty, fifteen, and ten. Twenty per cent., because of the lack of familiarity with the work of the grammar grades on the part of high school teachers that criticise most freely; fifteen per cent., because entering classes are unjustly measured by preceding ones without sufficient regard to the difference of a year in discipline and opportunity to become acquainted with the teacher and his requirements; and ten per cent., because of the tendency of our ancestors to shift responsibility. But after making all allowance for unnecessary criticism, we must recognize a gap between grammar school attainments and high school requirements that works, perhaps, more of misfortune than any other defect in our school system.

The work of the upper grammar grades is really the most trying in the course. The same degree of tact, sympathy, and knowledge of methods requisite for the primary department are essential, and to these must be added the broad scholarship necessary for comprehensive work in the grades. This is especially urgent where the teacher has work in all, or nearly all, subjects of a grade. Whereas the high school teacher is usually expected to teach but one or two branches, the grade teacher is frequently obliged to carry work in five or six subjects, and with much larger classes. To teach the one subject of geography well requires a liberal education. Science, history, political and social economy, and a somewhat intimate knowledge of the characteristics and activities of all people are requisites as a foundation, and much preparation for each day's recitation is necessary.

But while the high school teacher knows his subject better than the grade teacher, he does not know his pupils as well. It has been suggested that the high school teacher of but limited experience and professional training, who unconsciously expects from ninth grade students work similar to that of his own senior college year,

should be compelled to write out in full each lesson before assigning it to his class.

Thirteen years have passed since President Eliot of Harvard started the movement in favor of "shortening and enriching the grammar school course," but discussion of the question is still current. Although President Eliot's criticisms were directed against elementary schools of nine or ten grades, they have been applied freely to schools having but eight years in the course of study. The controversy is not yet ended, but the present outlook indicates that the subjects recently added to the curriculum, as music, drawing, nature study and manual training, if restricted to their proper place in the course, are of sufficient value to be retained; and I risk the opinion that reforms in the older subjects of the curriculum will eventually come more in the way of readjustments based upon intelligent aims and methods than in the elimination of so much subject matter that pupils approach academic work unqualified through lack of wholesome mental food.

There is much in favor of the plan for avoiding a complete break in studies between the elementary and secondary schools by continuing work in some of the elementary subjects in the high school and beginning one or more high school branches in the grammar grades. While this matter has received much consideration, no general conclusions have been reached. It is a problem into which the needs of each community enter as important factors, and one whose adjustment, based on local conditions, would do much toward establishing closer relations between the grammar and high schools.—Charles E. Lawton in *Education*.

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Why is biography, for its own sake, so little read in secondary schools? There are three reasons which would justify the introduction of more biographical study into the work of boys and girls. The first and most obvious reason is that this form of writing has always a special appeal to young people. That a thing is indubitably true makes it a hundred-fold more interesting to a child, and real truth in regard to a person is even more fascinating if told in narrative form with all the charm of mystery and suspense that belongs to any story. Irving's "Life of Goldsmith" has been the delight of many school children. Jacob Abbott's series of lives of famous classical personages was one of the dearest treasures on a rainy day, for the past generation. There can be no doubt of the enthusiasm and pleasure which always greet the recital of autobi-

**The Study of
Biography in
Secondary
Schools**

ography; in slightly smaller measure the same enthusiasm and pleasure greet the written story of a life.

The second reason for the study of biography is that it contributes a great share to the formation of character. Imitativeness is pre-eminently characteristic of youth, and advantage may be taken of this fact to hold before impressionable young people examples of the noble character which will have peculiarly stimulating power by virtue of the very fact that such a character really existed in the world. Ideals of patriotism may be kindled by the recital of Milton's splendid devotion to his country through the twenty years he spent in political service. Ideals of honesty and scrupulous sensitiveness in money matters may be evoked by the spectacle of Sir Walter Scott's tireless industry in paying his debts. Ideals of a man's true attitude toward social follies may be found in the record of Addison's life. Goldsmith's warmth of heart and unflinching generosity may be pointed out, as well as his improvidence.

The third reason is that the possession of a certain amount of knowledge in regard to great personages is a prerequisite in the society of cultured men and women. To be ignorant that the poet Milton was blind, that Edmund Burke was the great champion of American liberty, that Shakespeare was born in Stratford, that Addison lived in the reign of Queen Anne, is to be unfamiliar with the most elementary data of literary history.

It is to be lamented that we have so few good biographies adapted to the needs of young readers. There is a distinct mission for those writers who have the power of simplifying and vivifying stories of human life. We need a new series of biography, for young people, dealing with persons in various walks of life, literary, scientific, political, and artistic, biographies accurate in statement and possessed of literary finish and charm. Virgil and Cicero are examples of men who might be made the subject of brief sketches that would prove of great interest to high school students, urging them to a much more intelligent and appreciative study of the *Aeneid* and the *Orations*.

Some of the following biographies, either in part or in entirety, may prove of great value in the schoolroom: Irving's "Life of Goldsmith," Southey's "Life of Nelson," Lockhart's "Life of Scott," Thackeray's "English Humorists," Carlyle's "The Hero or Prophet in Heroes and Hero-Worship," Hawthorne's "Biographical Sketches," Boswell's "Life of Johnson," or Parton's "Captains of Industry." All of the following translations may be used, in judicious selection, with advantage: Asser's "Life of King Alfred," Plutarch's "Lives of Famous Greeks and Romans," Vasari's "Lives

of the Italian Painters," and Montalembert's "Monks of the West."

The study of biography may be conducted very informally. Reading may be assigned for home work as well as for the classroom, the teacher may herself relate incidents from the lives of eminent men and women, and should always encourage students to bring into class any interesting facts which they may discover in their own chance reading. The points to be emphasized, suggestively, are those which relate to the questions of struggle and aspiration. Students should become accustomed to the knowledge that attainment is never easy, but must be preceded by hours of labor and of effort. They should learn the dignity of work. They should learn the falsity of the notion that merit is instantly recognized and rewarded. The spectacle of high endowment and underestimated will teach the lesson that a man's true success is in spiritual force, mental elevation, moral sensitiveness, rather than in temporal renown and riches.

The thoughtful student of biography will find reward in enlarged knowledge of human personality, of human experience, which will be of constant service in his own way through the world. Suggestions of a practical kind, such as choice of a profession, may come from acquaintance with varied types of humanity. The attention paid to discussions of the part each man plays in guiding his generation cannot fail to quicken among students a finer sense of personal responsibility.—Martha H. Shackford, in the *Journal of Education*.

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Western School News

MEETINGS

National Educational Association, San Francisco, July, 1906. Dr. Nathan C. Schaeffer, President. The executive officers of the General Committee are: Chairman, Rufus P. Jennings, secretary of the California Promotion Committee; Treasurer, Andrea Sharboro; Secretary, Dr. Percival Dolman, principal of Hamilton School.

The headquarters of the Local General Committee of the N. E. A. in San Francisco is No. 25 New Montgomery Street. All correspondence should be addressed

to the Chairman of the General Committee, Rufus P. Jennings.

California State Teachers' Association, Berkeley, Cal., last week in Dec. James A. Barr, Stockton, President; Mrs. M. M. FitzGerald, 405 Fillmore Street, San Francisco, Secretary.

Southern California Teachers' Association, Los Angeles, Cal. Week before Dec. 25th. President, J. D. Graham; Miss Alice Frazier, Santa Ana, Secretary.

NOTES

Dr. E. C. Moore and his wife, Dr. Dorothea Moore, will spend the holidays in the City of Mexico.

Caspar W. Hodgson has resigned from Silver, Burdett & Co., and is now living at Yonkers, N. Y.

A. H. McDonald, of the Lincoln Evening School, was one of the prime movers in securing the N. E. A., and his ability in securing the aid of the Passenger Traffic Department of the Southern Pacific had much to do with the final selection of San Francisco, as the place of meeting in 1906.

Hon. Thomas J. Kirk, Supt. W. H. Langdon, and Harr Wagner visited the Humboldt School recently. Supt. Kirk was agreeably surprised by the earnest work that is being done by the students. Principal Taafe has an able faculty, and Supt. Kirk expressed himself in the strongest terms of commendation in praise of the work of the school.

The Legislative Committee on School Law, composed of Haven, Thompson, Strobridge, Creighton, and Treadwell, met in San Francisco, Nov. 18th.

Job Wood will conduct the Inyo County institute, Jan. 9th.

Nov. 18th the students and friends of Mills College celebrated the eightieth birthday of Susan Lincoln Mills, the president of the College, and one of the founders. Among those who made addresses in honor of the occasion was Hon. Thomas J. Kirk.

The royalties of the text matter used in the State series of books has amounted, from May 1, 1904, to Nov. 1, 1905, to \$81,643.67.

Henry Meade Bland is doing some practical work in English with students and others, in conducting in *Town and Country Journal*, a "Short Story Club."

The Berkeley Board of School Trustees compels the teachers to stand the discount on cashing their warrants.

Send \$1.00 to the Whitaker & Ray Co., 711 Mission street, for a copy of Browne's Solutions to the Problems in the Advanced Arithmetic, California State Series.

Irwin Passmore will issue this month a semi-monthly educational journal, to be known as "The California School Journal." The office of publication will be at Monterey.

Miss Margaret Schellenberger will edit a quarterly educational magazine. The publication will be issued at San Jose, Cal.

Supt. W. S. Edwards held his institute Oct. 14, 17, 18, and 19, at Santa Barbara. The instructors were Dr. E. C. Moore, Job Wood, Joaquin Miller, H. A. Adrian, and Harr Wagner. The sessions were extremely interesting, and Supt. Edwards handled the sessions in an able manner. The teachers were responsive, and it was pronounced one of the best institutes ever held in the county.

"California, Queen of Old Columbia," continues to be the most popular of California songs yet written. It was sung at the Portland Fair and received the highest praise. It has been endorsed by State Supt. Thomas J. Kirk and other notable educators. The words and music are by Jennie L.

Thorp. Send ten cents for sample copy. Address Jennie L. Thorp, Dos Palos, Cal., or The Whitaker & Ray Co., 711 Mission St., San Francisco.

Edward F. Bigelow of Stamford, Conn., and Science Editor of *St. Nicholas Magazine*, is visiting the Coast, and will deliver a series of lectures at Los Angeles and elsewhere.

The demand for the new supplemental history reader, "Stories of El Dorado," by Frona Eunice Wait, recently adopted and introduced into the schools of California, has been so great that a new edition is now on the press. As predicted in this journal, the pupils themselves like the book, and that is sure to make it popular with the teachers. Payot, Upham & Co. have made a specialty of the book this year, but all the other school book houses carry it regularly in stock, and report good, strong sales with steady, increased call for it

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INSTITUTES

LASSEN COUNTY.

Though several hundred miles from San Francisco, up in the sage brush country, but in the beautiful Honey Lake Valley, we are doing something along the lines of education. The rural and village schools are doing good work with an earnest corps of teachers under the supervision of County Superintendent J. F. Dixon, who also gave the teachers a pleasant and profitable time under the instruction of Professors T. H. Kirk, D. R. Augsburg, and C. W. Harlan at our last institute, October 24-26.

Under the principalship of F. C. Schofield, the high school organized by him Sept. 14, 1903, with G. C. Barton as assistant, has made rapid strides. The school has not only grown in numbers, but the sentiment of the people has grown until now a \$30,000 concrete building is in process of construction, modern in every detail. Mr. W. H. Weeks of Watsonville is the architect. The building will not only be substantial and convenient, but will also be ornamental; a building of which the people may be proud. Prof. Holway, one of the University examiners, visited us last Friday and seemed very much interested and also well pleased with our progress and prospects. Next year we expect to have four teachers, three doing high school work, so that we may apply for accrediting.

The Susanville Grammar School is doing good work under the principalship of J. A. McGregor. The other teachers of the school are Mr. Sifford, Mrs. Edwards, and Mrs. Henly, all of whom are experienced in their different grades of work.

We have no railroad, but have one of the best stage systems in the State, and all the advantages of modern living without the noise and bustle of city life.

A READER OF THE "JOURNAL."
(F. C. Schofield, Principal High School.)

SAN MATEO COUNTY.

Redwood City, the county seat of San Mateo, was the scene of the institute this year. The County Superintendent of Schools is Miss Etta Tilton, and she called to her aid a varied corps of assistants.

There was Mary Roberts Smith, who gave several brilliant lectures on social problems in the United States; and Effie McFadden, the well known nature study teacher of the San Francisco State Normal School; and Margaret Shallenberger, of the Training Department in the San Jose State Normal School; and Edward Hyatt, the County Superintendent of Riverside County; and Colonel Lochwitsky, an exiled Russian nobleman, who gave a realistic account of his ruin and exile at the hands of the terrible autocracy.

The institute continued for three days. It was skillfully managed by Miss Tilton, and was cordially received and vigorously carried on by the teachers of the county. A strong corps of instructors has been built up here, aided by the proximity of the State Normal Schools and the two Universities.

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SHASTA COUNTY.

Mrs. Brincard called her institute for the week beginning October 30, immediately preceding the Northern Association at Red Bluff; and it turned out one of the most interesting and most useful sessions in the history of the county. The list of instructors on the program was as follows: George C. Pardee, Governor of California; David Starr Jordan, President Stanford University; Job Wood, Jr., Deputy Supt. Public Instruction; Edward Hyatt, County Supt. Riverside Schools.

The weather was perfect, dry, clear and sunny, despite many remarks to the effect that institute always brings rain. Everybody got to the meeting and got home again with never a feather wetted—and some came a hundred miles by horseback, wagon or stage, across Sierran mountains. The teachers are a fine, healthy, hearty body of people, full of energy and able to grasp all the advantages that an institute has to offer.

Governor Pardee made a general talk on education Tuesday evening. The whole town and the brass band turned out to greet him. The streets were packed and jammed as at a county fair. The Native Sons gave a banquet. The Governor was introduced by Receiver Swazey of the land office.

Dr. Jordan addressed the teachers on Monday for an hour upon the public schools and in the evening lectured to a packed house on the "Call of the Twentieth Century."

Mr. Wood worked with the institute three days on practical school room work in language, spelling and reading, and every one was pleased by his kind and genial manner and helped by his common sense counsel.

Supt. Hyatt spent three days with the institute, too, and his work was so enthusiastically received that the teachers came together for a special

